

# **KIPP Indianapolis**

## **Haughville Community**

### **KIPP CREDO**

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

## Charter Applicant Information Sheet

*This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.*

Name of Proposed Charter School

**KIPP Indianapolis**

Proposed School Address (if known)

**Haughville**

School District in which Proposed School would be located

**Indianapolis Public Schools**

The proposed school will open in the fall of school year: 2003-04 X 2004-05

### Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Total Student Enrollment
First Year	5 <sup>th</sup>	80
Second Year	5 <sup>th</sup> - 6 <sup>th</sup>	160
Third Year	5 <sup>th</sup> - 7 <sup>th</sup>	240
Fourth Year	5 <sup>th</sup> - 8 <sup>th</sup>	320
Fifth Year	5 <sup>th</sup> - 8 <sup>th</sup>	320
Sixth Year	5 <sup>th</sup> - 8 <sup>th</sup>	320
Seventh Year	5 <sup>th</sup> - 8 <sup>th</sup>	320

Are you planning to work with an education management organization (EMO)?

Yes \_\_\_\_\_ No X If so, please indicate the name of EMO: \_\_\_\_\_

Have you submitted this application to another sponsor? Yes \_\_\_\_\_ No X

Name of Other Sponsor: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes final determination on your application? Yes \_\_\_\_\_ No X If so, please indicate the name of the Sponsor: \_\_\_\_\_

## Executive Summary

**The mission of KIPP Indianapolis is simple, yet powerful: To provide a school in which educationally underserved students develop the knowledge, skills and character necessary for success in top quality high schools, colleges and the competitive world beyond.** The students of KIPP Indianapolis will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of KIPP Indianapolis will soon learn that ***there are no shortcuts*** to realize these goals.

The families living in numerous areas of Indianapolis are increasingly demanding a choice in their children's schooling. Frequently dissatisfied with their zoned public school, often unable to pay tuition for private schools, parents are, in ever increasing numbers, enrolling their children in charter schools or other public schools of choice. Responding to this demand for choice, KIPP Indianapolis will be established as an academically intense college preparatory middle school. The school will function as a public charter school, serving upper elementary- and middle school-aged students residing in some of the city's most needy areas.

KIPP Indianapolis will not choose the best students to achieve success; in fact, incoming 5<sup>th</sup> graders will be admitted regardless of their test scores. The only admission requirement for the school is the students' and parents' willingness to sign and uphold the KIPP Indianapolis Commitment to Excellence Form. The form specifies that the students, parents, and teachers all have the **desire, discipline and dedication** to do everything in their power to support the education of the student. It is through the power of this joint commitment that the children of poor neighborhoods will break the cycle of poverty endemic in their neighborhoods, and choose instead to enjoy the productive, successful and self-directed lifestyle of the well educated. The KIPP Indianapolis framework encourages and motivates students and their families to view an intense academic commitment as they key to future success.

The KIPP Indianapolis framework requires that students and teachers attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours every Saturday, and for one month during the summer. All of these hours are focused on addressing the academic, intellectual, and character skills of our students. Overall, KIPPsters will spend two-thirds more time in the classroom than most of their peers, and they will achieve remarkable academic and social progress after only one year.

Although there are some after school programs available to students in Indianapolis, KIPP Indianapolis successfully links regular classroom instruction and extended hours by housing the program in one place, providing instruction by one dedicated faculty, and implementing a curriculum interwoven throughout the day. Furthermore, by serving students in grades 5-8, KIPP Indianapolis is effectively bridging the crucial gap between elementary and high school. This is often a time in which many of our poor, urban children replace academic fervor with involvement in often-harmful influences such as drugs, gangs, violence, and crime. KIPP Indianapolis will focus on children at the young age of nine or ten and support and encourage them through the turbulent years of early adolescence.

The incorporation of mandatory summer school, Saturday school, and extended hours during the week allows KIPP Indianapolis to develop creative and rigorous programming. During the summer new students are initiated into the routines, procedures, and high expectations of the school while returning students participate in remediation and enrichment activities. Saturdays during the "normal" school year are spent in various enrichment activities. During the week, all students start the day with a half-hour of critical thinking and problem solving activities. Students then engage in nine hours of instruction including reading, writing, math, social studies, science, and fine arts. From 3:30-5:00 p.m. each day, all students read novels for forty-five minutes and then participate in one of the school's electives or are in study hall.

While the location of the campus is still in the planning stage, it is our intention that KIPP Indianapolis students will come from neighborhoods in which the vast majority of the families will be eligible for the federal free breakfast and lunch program. KIPP Indianapolis will provide these children with the opportunity to replace the stigma associated with these programs with a personal pride and passion for

learning. The students will recognize that, in order to avoid the traps of the stereotypes placed upon their people and culture, they must value their time in school, using it as a vehicle to transform their knowledge into power over their own destiny. KIPP Indianapolis strives to empower students to avoid the pitfalls of poverty through quality education, enabling each of them to fully experience the American dream.

The KIPP Indianapolis framework succeeds not because of who teachers and students are, but rather, what the students and teachers **do**:

- Students and teachers in KIPP Indianapolis will spend more time in the classroom than students in any other school in the district;
- Students in KIPP Indianapolis will focus on developing the academic, intellectual, and character skills necessary for success in high school, college, and beyond;
- The School Leader of KIPP Indianapolis will identify and recruit master teachers in order to refine, share, and develop effective teaching strategies;
- KIPP Indianapolis teachers will bridge the gap between school and community by visiting every student's home before the start of the school year and continuing to make regular home visits throughout the year. Important parent activities such as checking homework and reading with children occur in KIPP Indianapolis homes;
- KIPP Indianapolis teachers will provide students with home phone numbers, cellular phone numbers and a toll-free 800 number to students so children can contact teachers at night for homework assistance or in case of an emergency; and
- KIPP Indianapolis teachers will provide rides to and from school for students whose families do not have any means of transportation.

The goals of KIPP Indianapolis are not modest. Not only does KIPP Indianapolis contend that its students will score higher on district, state, and national tests than those from neighboring areas, but the school also envisions witnessing its initial class of students, in its entirety, enter competitive universities throughout the country in the year 2012. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and into life, KIPP Indianapolis will serve as a model of educational excellence for the City of Indianapolis.

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## I. Our Vision

### A. Mission

The mission of KIPP Indianapolis is to provide a school in which educationally underserved students develop the knowledge, skills, and character needed to succeed in top quality high schools, colleges and the competitive world beyond.

KIPP serves as a new model for public schools by emphasizing its students' time on task and encouraging students and their families to view an intense academic commitment as the key to their futures. The KIPP design motivates students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours on Saturdays, and for four weeks during the summer. These hours add up to roughly *67% more time in the classroom than the national average*. All of these hours are focused on addressing the academic, intellectual, and social needs of all students, regardless of background or disability.

Currently, there are 15 KIPP schools operating in the Bronx, NY, Houston, TX, Washington DC, Gaston, NC, Asheville, NC, Austin, TX, Baltimore, MD, DeKalb, GA, Denver, CO, Helena, AR, Memphis, TN, Newark, NJ, Oakland, CA and Oklahoma City, OK. KIPP Indianapolis will join an alliance of schools that are successfully achieving this mission.

Our school philosophy can be explained through KIPP's Five Pillars:

1. **High Expectations.** KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP schools make a choice to be at the school. No one is assigned or forced to attend these schools. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP schools know that *there are no shortcuts* when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students in KIPP schools to acquire the academic knowledge and skills, as well as broad extracurricular experiences, that will prepare them for competitive high schools and colleges.
4. **Power to Lead.** The School Leaders of KIPP Schools are effective academic and organizational leaders who understand that there are no great schools without great School Leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes in order to be most effective in helping students learn.
5. **Focus on Results.** KIPP Schools are focused unrelentingly on results. Student performance on tests and other objective measures will substantially outpace district averages. Results will not invite excuses based on demographics, and achievement will enable students to compete at the nation's best high schools and colleges.

Not content with the belief that all children *can* learn, KIPP is committed to proving that all of its students *will* learn. At KIPP Indianapolis, the school leader -- a graduate of the KIPP School Leadership Program -- will work with faculty, students and parents alike to ensure that no shortcuts are taken, and no excuses tolerated, in the pursuit of academic achievement. The key components of our program are summed up in our motto, "THERE ARE NO SHORTCUTS," words that apply alike to administration, faculty, students, and parents.

## B. Need

Indianapolis like many other American cities has problems with poverty, gangs, violence, drugs, and illiteracy. These problems usually begin to consume and afflict children during the middle school years. If negative influences are allowed to take hold, students may head down a dangerous and destructive path.

Demographic information about Marion County and the Indianapolis Metropolitan area shows the real poverty and need of Indianapolis lies in Marion County, home to Indianapolis Public Schools. Marion County has 53% of all Indianapolis students, yet only 42% of the students graduate from high school. KIPP Indianapolis looks to target these low income and educationally underserved populations.

<b>Education</b>	<b>Marion County</b>	<b>Other Indianapolis Counties</b>	<b>Indianapolis MSA</b>
K to 12 School Enrollment (1999/2000 Total Reported)	153,279	138,115	291,394
Public	126,199	129,489	255,688
Private	27,080	8,626	37706
High School Graduates (1999/2000)	5,798	7,727	13525
Going on to Higher Education	4,200	5,905	10105
4-year	3,316	4,845	8161
2-year	423	561	984
Voc/tech.	461	499	960

Sources: Indiana Department of Education; US Census Bureau

<b>Income and Poverty</b>	<b>Marion County</b>	<b>Other Indianapolis Counties</b>	<b>Indianapolis MSA</b>
Population	860,454	747,032	1,607,486
Per Capita Income in 1999	\$30,685	\$30,342	\$30,523
Welfare (TANF) Families in 2000	6,879	1,390	8,269
Food stamp Recipients in 2000	55,647	18,372	74,019
Free and Reduced Fee Lunch Recipients in 2000	52,459	18,420	70,879

Sources: US Census Bureau; U.S. Bureau of Economic Analysis; Indiana Family Social Services Administration; Indiana Department of Education

(Table 1)

The Indianapolis community is increasingly longing for and in need of excellent schools that refuse to make excuses for failing test scores. Parents are frequently dissatisfied with their public school and often unable to pay tuition for private schools and are left without a viable option. KIPP Indianapolis will be established as an academically intensive college preparatory middle school that meets the needs and desires of the Indianapolis community.

KIPP Indianapolis will not only provide an excellent education to its students, but will also sound a challenge to the Indianapolis Public Schools. Providing a top-notch education to students in low-income

areas, the existing KIPP Schools have proven that when it comes to educating children, there are “no excuses.” KIPP Indianapolis will prove that the children of Indianapolis can, and should, go on to excel at top high schools and colleges across the country.

As a model of excellence, KIPP Indianapolis can brighten the prospects of the community, can serve as a “learning laboratory” for public school teachers and administrators, and can provide a training ground for the future community leaders of Indianapolis and the world beyond. It is our hope that by fulfilling our mission to educate our students, invest in our parents, and challenge our public schools, KIPP will help lead Indianapolis toward a vibrant and thriving future.

## **C. Goals**

### **Academic Performance**

Commitment to the Five Pillars and dedicating 67% more time to mastering the subject area competencies listed below will empower KIPP Indianapolis students to achieve the following:

- KIPP Indianapolis students will exceed the average performance levels of students in Indianapolis in reading, English, and mathematics;
- Each student will maintain progress towards benchmarks of proficiency as defined by the Indiana Academic Standards through ongoing assessment as measured by the mandated Indiana Statewide Testing for Educational Progress (I-STEP) and other non-mandated assessment measures;
- All students will be able to write and speak with clarity, accuracy, and precision; and
- 90% of daily homework assignments will be completed and handed in.

KIPP Indianapolis will provide a meaningful educational experience to its students by showing them what they can accomplish in a single year of dedicated hard work. KIPP Indianapolis will instill in students the belief that they should and will be able to attend college. The school will meet additional standards of demonstrated excellence toward these goals.

- KIPP mobility, truancy, and dropout rates will be below the state norm.
- KIPP attendance rates will be above the state norm.
- KIPP students will score higher than students in their peer group on state mandated tests by the end of 8<sup>th</sup> grade.
- KIPP students will qualify for graduation, and be accepted into a proven and established college preparatory high school program more frequently than students in their peer group.
- KIPP will track students as they leave KIPP into high school and college years.
- KIPP alumni will come back to serve as mentors, tutors, and role models to current KIPPsters either after school, on Saturdays, or during special events.

All of KIPP Indianapolis’ student and school outcome goals align with Indiana Academic Standards as well as KIPP’s mission and vision. Goals will be continually refined and developed to reflect the growing needs of KIPP Indianapolis.

### **Organizational Viability**

The organizational viability goal for KIPP Indianapolis is to have strong financial management and budget controls. KIPP Indianapolis will develop a formalized system to document its business office procedures. KIPP Indianapolis will also identify an efficient accounting software to aid in preparing year-end audits and will use it to share information with parents, teachers, the board of directors, and community members.



## **School Specific Objectives**

### Life-Long Learning Skills

KIPP Indianapolis also believes that for its students to become successful, contributing members of society they must achieve non-academic goals. During their tenure at KIPP Indianapolis, students will be exposed to the following:

#### Social Skills

All students will develop specific social skills necessary to exist positively in society, including but not limited to:

- Making and maintaining eye contact;
- Shaking hands in a proper manner;
- Addressing adults with respect; and
- Understanding where and when responses are appropriate.

#### Work Ethic

All students will learn to approach their required work with attitudes and skills needed to be successful in life, including but not limited to:

- Perseverance;
- Attention to detail;
- Completeness;
- Accuracy; and
- Neatness.

#### Study Skills

All students will develop academic skills needed to be successful in subsequent schools, including but not limited to:

- Research techniques;
- Reading for a variety of reasons;
- Note-taking skills;
- Organization skills; and
- Literary analysis.

#### Community Awareness and Involvement

All students will develop the character traits and skills that will allow and encourage them to become concerned and active citizens of their communities, nation, and world beyond. These traits include but are not limited to:

- Compassion;
- Leadership;
- Helpfulness;
- Friendliness and Understanding.

## **II. Who We Are**

### **A. Founding Group**

KIPP Indianapolis' founding team is diverse group of community representatives. The board members completely support the mission of the school and serve because they believe in the goals of the school. The members represent a broad area of expertise including real estate, fundraising, development, philanthropy and community leadership, educational leadership, and business. The KIPP Indianapolis team will also be looking for additional community members who support the mission of the school with backgrounds including law, accounting/ auditing and parents in the community. The School Leader will work closely with the founding team until they are in full alignment with the school's mission, culture, and

goals. The School Leader and the founding board members will select additional members in accordance with the by-laws.

The founding group will also assist in the recruiting of high quality applicants for the KIPP School Leadership Program. Through their various affiliations in the community, the team will work to inform educators in Indianapolis about this leadership opportunity.

Below is a statement from each member of the Board of Directors that summarizes his or her experience, qualifications, relevant affiliations and what they contribute to the founding group of KIPP Indianapolis.

#### **Diana Etindi**

My educational background is in the field of education, with a B.S. in English Education, a M.S. in History of Education, and coursework completed for a Ph.D in the History of Education. I have a deep concern for the education of our young people today. I see an increasing decline in academic performance in our public schools, thus creating the possibility of an adult generation that will eventually be incapable of fulfilling the necessary roles to maintain our country's competitive status in the world. This would also mean increasing frustration for individuals who are not able to advance themselves professionally or even to attain personal satisfaction.

Because of my concern about our children and their education, I have regularly attended conferences and meetings about charter schools that have been held in this city, as well as meetings hosted by the Black Alliance for Educational Options. I have been very impressed by what I have seen of the Knowledge is Power Program, both in presentations and in visiting the Bronx school personally, and I would consider it a privilege to assist in getting a KIPP school started here in Indianapolis.

The one possibility in which I could see a conflict arising is if I am involved in a research project here at the Hudson Institute that is focusing on charter schools. Such an affiliation with a charter school board could cause my objectivity to be held in question. Therefore, should a proposal that is now in the hands of a potential funder become funded, or should such a future project become funded, I might well have to withdraw from the board. Other than that, I see no other conflicts.

#### **Marty Dezelan**

My experience managing a staff and budget for a large not-for-profit, experience sitting on the boards of two foundations, and my growing understanding of construction and facilities management, combined give me many skills that will benefit the KIPP effort in Indianapolis. Equally as important, I understand the political process in Indianapolis and have excellent relationships with local elected officials, city staff, and business leaders. These relationships and the access they provide will be invaluable to KIPP.

I have no conflicts of interest in serving on the KIPP Board, aside from my appointment to the Charter School Review Panel. If the KIPP application is denied and a decision is made to appeal the denial, I would have to abstain from the decision to appeal as well as the review panel's consideration of the appeal.

#### **Arthur Jordan**

I am a former high school teacher. I taught psychology and sociology to high school juniors and seniors for five years. I was also the Director of Human Relations for the Indiana State Teacher's Association for fifteen years. In this capacity I provided professional development training for teacher members all over the state. I have served on the Board of Directors for the Fall Creek YMCA and Family Service Association. I am currently running my own training and consulting company.

#### **Reid Litwack**

I have been interested in charter schools for several years, and I met with Senator Lubbers two years ago to get a sense of what I could do. At the Indiana Charter School Conference a year ago I heard about

KIPP, wrote to get information, and was hooked. The KIPP philosophy, commitment, and the doors KIPP was opening for underserved children impressed me.

I have been a manager for thirteen years and I own two steel companies in Center Township. I bring to the KIPP board enthusiasm and commitment. I will contribute money, raise money, help find a facility, and do what needs to be done to get a KIPP-like school opened in Indianapolis. I want to see more opportunities for kids, and believe KIPP can do that.

### **David Suzuki**

My interest in education arose from experiences as a college student who volunteered to teach at a summer school located inside a migrant labor camp in the central valley of California. I returned a second summer as director of the program which was staffed by volunteer college students. Insights gained from the experience included the realization that I was able to rise above the “inner-city” school environment that I grew up in only because of dedicated teachers who provided exceptional learning opportunities for me. I can only hope that I can help provide similar learning opportunities for young students of today. By helping make a KIPP school a reality in Indianapolis, I believe that I will be fulfilling this personal commitment.

Currently, I am a neuroscientist and Professor of Ophthalmology, Indiana University School of Medicine, and an IUPUI Diversity Ambassador. I have a B.S. in Biochemistry from the University of California, Berkeley, an M.S. from the University of Minnesota, and a Ph.D. in Physiology from U.C.L.A. In addition to teaching medical and graduate students, I am also involved with a Brain Outreach program that targets elementary and middle school students. I am the Asian American Alliance, Inc (AAAI) member responsible for overseeing the selection of deserving IPS students as recipients of AAAI Scholarships. These scholarships are aimed not just at helping college bound students, but also at supporting academic achievement from grades 10 through 12. Furthermore, I am on the Executive Board of Asian Help Services and am a past President of the Hoosier Chapter of the Japanese American Citizens League, the oldest national Asian American civil right organization. I have served as a Scoutmaster of a National Jamboree Troop, as a Lodge Adviser (top adult position) in the Order of the Arrow, a Boy Scout honor and service group, and as an Assistant Scoutmaster of a local Troop. I currently serve on the Eagle Board of Review for the North Star District of the local Boy Scout Council.

I am very enthusiastic about the contribution that a KIPP school can make to the community in general and specifically to broadening the educational opportunities of young students. Coming from the “technical” (science) side of education, I am especially aware of the need to educate a citizenry that is literate in mathematics, the sciences, and computers. I believe that a KIPP school will help provide such an education in addition to instilling the verbal and writing skills necessary for achieving success in ever demanding work environments. I feel honored to be asked to help make this a possibility in Indianapolis.

### **Olgen Williams**

When one speaks of Mr. Olgen Williams, there are many titles to which he can respond—Executive Director of Christamore House Community Center, nationally acclaimed community activist, Vietnam veteran, local hero, father of ten children and committed husband to his wife Mary of twenty-four years, author (*Healing the Heart Healing the Hood*, Olgen Williams’ story of rebuilding his life & neighborhood) and respected friend. At the age of forty-five, Mr. Williams went back to school and has attained his Bachelor of Arts in Religious Studies and a Master of Arts in Urban Ministry with a focus on social action in the urban community from Martin University Indianapolis and his earned Doctoral of Divinity from Muskegon Bible Institute. The one title that surpasses any other from his many years of volunteerism is that of “community volunteer.”

Mr. Olgen Williams, affectionately known as the Mayor of Haughville (a community once plagued with escalating crime and homicide rates-now with one of the city’s lowest under his leadership) has a personal commitment towards producing a community better for children, families, and destined for economic prosperity. This includes providing quality educational options for the Haughville community.

The near Westside community in which he works and live in has been able to attained over \$70,000,000 of redevelopment resources.

It is Mr. Williams' work in his community that has inspired and enabled him to help and serve others as past chairman of Westside Cooperative Organization and is currently President of Haughville Community Council. He is an active member of the Westside Concerned Dads, which is a mentoring group of neighborhood males that work with youth groups in the Westside community and Wayne Township Schools. He has been a member to several Human Relations Advisory Councils in the Wayne Township School District for over seventeen years. He is the only original member of the Indianapolis Weed & Seed Initiative that is very active in the citywide community-policing program and he has served as the WESCO Weed & Seed chairman for several years. Mr. Williams is the past citywide director of the Indianapolis Weed & Seed Initiative. Governor Frank O'Bannon has appointed him to Juvenile Justice State Advisory Group. He is one of the founders and active member of the Westside Community Ministries Inc., a faith-based program that took to the streets of Indianapolis in the summer of 1998 in order to talk face to face with drug dealers and users that are on the streets at night, which has inspired many of them to become productive citizens. Olgen was invited to the Executive Office of the White House by President Bill Clinton to announce the White House's Value-Base Initiatives in 1999. His Indianapolis community was one of sixteen sites chosen. He is a member of the Crossroads of America Council Boys Scout of American Urban Scouting Committee. He has worked with "Indiana University-Purdue University COPC Program" to help plan the program and received grant funds from HUD. He is a consultant to several national organizations and is often asked to speak and facilitate at conferences and Mr. Williams is also very active in his church Victory Tabernacle of the Apostolic Faith; were holds he holds the positions of associate minister, teacher, church's treasurer, and Sunday Superintendent. Mr. Williams role will solidify KIPP Indianapolis' role in the Haughville Community.

### **Michael Feinberg**

After graduating from Penn in 1991, Mike interned for Senator Paul Simon in Washington, D.C. before joining Teach For America as a 1992 Corps Member. Mike taught for two years in Texas in the Houston Independent School District before co-founding the Knowledge Is Power Program (KIPP) with fellow Corps Member, David Levin. Currently, Mike is the Superintendent of KIPP Houston and is the CEO of the KIPP Foundation, which oversees the KIPP School Leadership Program. The mission of the Leadership Program is to train and support educators to plan, open, and run their own public schools based on the operating principles of the KIPP Five Pillars. Although he will not be a member of the school leadership team, he will assist in the development of the leadership team and the support that KIPP Foundation will provide to KIPP Indianapolis.

### **Mashea Ashton**

I am the Midwest Regional Director for the Knowledge is Power Program (KIPP) an education initiative focused on creating a national network of schools that provide educationally underserved students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond. As Midwest Regional Director, I work to establish and maintain relationships with key decision makers throughout the region to ensure that facilities, funding and freedom are in place in time for KIPP schools to open in July of each year. Prior to joining KIPP, I worked at Leadership for Quality Education's Charter School Resource Center (CRSC). In addition to executing the legislative drive to strengthen the charter school law in Illinois, I provided day-to-day technical assistance to Chicago and suburban charter schools, and guidance to individuals and groups interested in starting charter schools. I also served several years as a special education teacher in Williamsburg, Virginia and Washington, D.C. My educational background includes M.Ed in Special Education with an emphasis on learning disabilities and emotional disturbance, and a B.A in Sociology and Elementary Education from the College of William and Mary. I am also a founding board member of the Black Alliance for Educational Options.

As a representative of the KIPP Foundation, I will secure the charter for the school, deliver a signed building lease or land acquisition for the school, and ensure that funding levels meet the minimum requirements for successful school operations. Another key responsibility I will have is creating relationships with local community based organizations, education groups, businesses, foundations, and

political and influential community leaders to solidify KIPP's foundation in the community. I will also assemble any additional materials requested by the charter authorizer.

### ***Knowledge Is Power Program***

The Knowledge Is Power Program (KIPP) began with two schools, located in Houston and the South Bronx of New York City, both of which have established formidable records of academic success. Today, 99% of all students at KIPP Houston pass all sections of Texas state exams and KIPP Bronx outperforms all other Bronx middle schools on New York standardized tests. In 2001, KIPP Bronx was for the third straight year, the highest performing public middle school program in the Bronx in reading and math. Amid one of America's poorest urban communities, over 60% of KIPP Bronx students now read above the national average, and 55% of the school scores above the national average in math. The school's daily attendance of 96% was one of the highest in New York State. Over the next four years, alumni of KIPP Bronx will earn more than \$1.5 million in scholarships to private high schools and colleges. To date KIPP alumni have earned more than \$4 million in high school scholarships. Please see Appendix B for Highlight of the KIPP schools.

The remarkable success of the two pilot schools led to the creation of a national, non-profit organization whose mission is to train and support educators in starting high-performing public middle schools across the country. Each KIPP school operates independently and has its own Board of Directors responsible for its operations. Each KIPP school is committed to demonstrating that disadvantaged students can perform academically as well the most privileged students. KIPP Indianapolis will be managed and operated locally and independently from other KIPP schools, will utilize the same operating principles that have propelled the existing KIPP schools to extremely high levels of student achievement.

The leadership team will consists of the KIPP Indianapolis' Board of Directors, including local Indianapolis parents and community members, as well as the KIPP Indianapolis School Leader. The School Leader will be identified during the KIPP School Leadership Program's recruitment and selection process in 2002-2003.

### ***The KIPP School Leadership Program***

KIPP Indianapolis' founding partnership is with the KIPP School Leadership Program. From the outset, the KIPP Foundation selects an outstanding educator to participate in its highly competitive KIPP School Leadership Program. Each Fisher Fellow must complete an intensive year of management and academic training that involves both a rigorous Leadership Institute (hosted by the University of California Berkeley's Haas School of Business) and three separate residencies involving hands on training in key roles at exemplary schools throughout the country. Only by successfully completing the KIPP School Leadership Program is the fellow eligible to become a school leader in a KIPP school.

KIPP Foundation's ongoing commitment to and support of KIPP Indianapolis will take multiple forms. KIPP Foundation's Academic Services Group will develop with KIPP Indianapolis' School Leader a challenging set of academic standards and practices. As a KIPP school, KIPP Indianapolis will have access to curriculum and instructional best practices from leading educators that are updated to comply with changes in state and national standards. Through its established relationships with Teach for America, New Teacher Project, and other groups, KIPP Foundation will assist KIPP Indianapolis with its recruitment of outstanding teachers.

Similarly, KIPP Foundation will be supporting KIPP Indianapolis in a variety of technical, fundraising and student placement functions. KIPP's information services and technology group will provide consulting services to support KIPP Indianapolis' business, academics and community outreach programs (such as vendor management, collection and assessment of data, and staff training). KIPP Foundation will leverage its established reputation to help build a strong local board and community support. Based on KIPP's record of success with top private and public high schools throughout the network of KIPP schools, our Director of Alumni Development will assist in identifying placement benefits and will train local teams in establishing elite high school admission programs.

In addition to this direct involvement with the development of KIPP Indianapolis, KIPP Foundation will also provide substantial support through its access to significant private and public grants. To date, our relationship with the Walton and Challenge Foundations have yielded an average of \$200,000 in awards to each of the KIPP schools. In addition, KIPP Foundation was recently awarded a \$3.8 million grant from the Department of Education for the support of KIPP schools.

KIPP Foundation has a sustained and significant commitment to KIPP Indianapolis. While the initial partnership for KIPP Indianapolis' inception is at a national level, the vision for future partnerships involve making connections at a grassroots level within KIPP Indianapolis's community, as well as tapping into the extensive network of resources throughout greater Indianapolis. The KIPP schools in Houston, TX, Bronx, NY, Gaston, NC, and Washington, DC have utilized this model and are now entrenched organizations within their respective communities. Given charter approval, the same efforts with the same outcomes can occur with KIPP Indianapolis (Appendix G- Articles Highlighting the KIPP Model).

## **B. Community Partnerships**

KIPP Indianapolis understands the importance of the ties between the community and students within the community. KIPP Indianapolis will pursue opportunities for community participation in order to foster the students' feeling a sense of belonging to their community and the community feeling a sense of responsibility toward the students. These opportunities for community participation in the operation of KIPP Indianapolis may include, but not to be limited to, the following:

- Members of the community will be recruited to sit on the Board of Directors as voting representatives and will be encouraged to serve or chair on committees;
- Members of the community will be asked to serve on special advisory or task committees;
- Community representatives will be asked to serve on KIPP Indianapolis' Evaluation Team;
- Utilizing community resources to assist with the operation of KIPP Indianapolis that are consistent with KIPP Indianapolis' academic needs;
- Utilizing community resources and contacts to assist with the recruitment of students and master teachers.

KIPP Indianapolis will seek to partner with organizations in the community that are dedicated to helping students obtain their academic goals. KIPP Indianapolis' outreach efforts to date have involved:

- Black Alliance for Educational Options
- Butler University
- Christamore House
- Christel DeHaan Family Foundation
- Goodwill Industries of Central Indiana, Inc.
- Indiana Black Expo
- Indianapolis Chamber of Commerce
- Indianapolis Children's Museum
- Indianapolis Urban League
- Project E and the Charter School Resource Center
- Westside Community Development Corporation

KIPP will continue to reach out to a wide range of organizations like these throughout the school development process.

## **III. Educational Services Provided**

### **A. Educational Philosophy**

The KIPP philosophy does not suggest that all children *can* learn, but rather states that all children *will* learn. There are no shortcuts and there are no excuses. Based on the demographics of our target population, we expect and are prepared for the challenge of getting students on grade level and beyond.

KIPP schools achieve their mission through successful implementation of the Five Pillars. The commitment of students, faculty, parents and community lays the groundwork (Choice and Commitment). Next, the demand for student discipline, dedication and desire builds the foundation for an optimum learning environment (High Expectations and Rewards and Consequences). Finally, rigorous academic procedures and expectations then build on this platform to guarantee outstanding student achievement (More Time and Outstanding Academic Results).

KIPP Indianapolis will recruit and employ teachers who will maximize classroom learning. There are many educational theories and practices that have proven to be effective in the classroom environment. KIPP Indianapolis does not intend to subscribe to only one approach. The school believes in allowing successful teachers to teach in an environment that supports their successful practices and strategies. KIPP Indianapolis will combine the Indiana Academic Standards with proven methodologies that have been successful in the existing KIPP schools. These include:

- Direct whole-class instruction;
- Indirect whole-class instruction;
- Instruction incorporating various learning modalities;
- Instruction adapted to multiple intelligences;
- Teacher-directed small group instruction;
- One-on-one teacher instruction;
- Cooperative learning;
- Peer tutoring;
- Computer activities;
- Educational and motivational field lessons;
- Whole body multi-sensory instruction such as raps, songs, chants, and dances;
- Phonetic-based instruction;
- Whole-language instruction;
- Project-based learning; and
- Discovery learning.

KIPP strives to facilitate instruction at all levels of learning. Often students are kinesthetic and tactile learners whose needs are not met through traditional teaching methods. To directly address the needs of this population of students, teachers will implement the following techniques: call and response, whole body hands on learning and role playing. Outside of the classroom, teachers will also employ strategies to enhance student learning, including team teaching, peer tutoring, and horizontal and vertical planning.

Teachers at KIPP Indianapolis will work together to refine, share, and develop effective teaching strategies. Each will bring effective classroom techniques, which they will share with other teachers through team-teaching experiences. There will be continuous vertical and horizontal curriculum planning to ensure consistency between grades and cross-curricular developments in each grade. The planning will commence with a week-long teacher in-service at the beginning of the school year and will be maintained throughout the year by coordinated departmental planning periods, mandatory grade-level meetings, and periodic after-school planning sessions.

Each grade level at KIPP Indianapolis will be departmentalized, with four teachers teaching the core classes at each grade. One teacher at each grade level will serve as the Grade Level Chair, acting as a lead teacher and working closely with the School Leader on issues such as discipline, scheduling, trips, and student performance. The students will be divided heterogeneously into three different groups per grade level, each of which will rotate through the teachers' classrooms throughout the school day.

### **KIPP Culture**

KIPP is not a school. KIPP is life. Every minute of every day is designed to help our kids build the academic and character skills they need to be successful, good people.

Work hard. Be nice.

Be nice. Work Hard.

Either way you put it, it's a simple recipe for success. Add a gallon of no shortcuts and you might have a superstar. Desire, Discipline, Dedication (The 3 D's) are the keys. And they can be taught or at least excavated from within each of our students, although they may be buried beneath nine or ten more years of solid frustration, failure, and anger that are harder than granite. Yoda explained it like this, "You fail because you do not believe." He also said, "Do or do not. There is no try."

Fortunately for us, our 3 D's can be more powerful and effective (and safer) than any dynamite. We can help kids see and maximize their talents but it requires an alchemist's touch, a magical mixture of toughness and love that transforms steely stares into golden smiles. Do our students believe we love them? Or do they think it is personal every time we correct their mistakes? Are we the first to congratulate as well as correct? Or do we only correct and forget the rest? Do our eyes show the love and respect we have for our job and each of our students?

The secret is in fulfilling a need and a promise. Our kids need to feel successful in order to believe the promise of America's dream that good things happen if you do the right thing. Kids can feel great every day. Success increases belief. Belief increases a willingness to work harder and sacrifice. Hard work and sacrifice leads to greater success. Success is fun and feels good. The cycle is spinning. Alchemy is happening and our children's attitudes toward themselves, each other, and school is changing for the better. This is the KIPP culture that will be developed at KIPP Indianapolis.

## **B. Academic Standards**

The content of KIPP Indianapolis' curriculum is based upon the Indiana Academic Standards for grades 5-8 and will focus on the necessary remediation of basic skills coupled with emphasis on higher order thinking processes in all content areas. In accordance with state regulation, KIPP Indianapolis will provide the basic age-appropriate curriculum for reading, writing, math, science, social studies, health/P.E., fine arts, and foreign language at each grade level. KIPP Indianapolis will more fully develop its curriculum in the spring of 2004, before the beginning of the first school year. For demonstration purposes, attached are sample fifth grade academic standards in Appendix H. The following exit standards for English Language Arts, mathematics, and Science are to serve as a framework for KIPP Indianapolis' curriculum.

### **GRADE 8 LANGUAGE ARTS**

#### ***Exit Standards (Reading):***

1. Students will demonstrate a deep understanding of language, plot elements, themes, motivations, characterizations, and settings of readings. Students will:
  - Identify stated and inferred cause and effect relationships
  - Distinguish between opinion and fact
  - Determine the author's purpose and motivation (e.g. inform, motivate, persuade, instruct, entertain)
  - Relate elements, themes, and ideas from a novel to their daily lives
  - Identify and analyze culture-specific themes, as well as themes that occur across cultures
2. Students will identify, locate, and use a variety of resources from a variety of locations, including the internet, libraries, and other sources. Students will:
  - Demonstrate an ability to answer questions that require five or more mental steps
3. Use skills such as alphabetical ordering; skimming; reading charts, graphs, maps, and signs.
4. Students will demonstrate an integrated understanding of the language, plot elements, themes, character motives and traits, and setting of a story or work of literature. Students will:



- Use contextual clues to determine the meaning of new words and the appropriate meaning of homonyms
- Respond to questions dealing with the problem in a story, and its important details and solutions
- Select the correct sequence of sentences within a paragraph
- Predict the most probable outcome in stories and narratives
- Identify both stated and inferred cause and effect relationships
- Independently analyze, compare and contrast, and critique classic works of literature, from a variety of time periods and cultures

5. Students will demonstrate an understanding of a reading's major concepts, supporting evidence, relevance to daily life, and culture-specific characteristics. Students will:

- Respond to questions dealing with a problem and its solutions
- Select a main idea and its relevant supporting details in an appropriate grade-level (or higher) book or other reading
- Detect and analyze various forms of persuasion, such as propaganda
- Independently conduct an interview, and synthesize the information gained therein
- Interpret vocabulary found in reference books and other resources
- Students will identify basic literary elements and discuss relationships between those elements and textual meaning.
- Students will respond to readings by interpreting text, using background knowledge, using literary elements, and developing inferences
- Students will identify, compare, and contrast different literary styles and genres
- Students will use knowledge of culture, literary devices, figurative language, and author motivation to interpret poetry, drama, and other forms of literature
- Students will compare and contrast themes found in written literature, films, music, and art

### ***Exit Standards (Writing):***

1. Students will write in response to oral and written prompts. They will use reasoning, original ideas, examples, and or commentary that is relevant. Students will:
  - Focus on one topic and provide strong supporting evidence and details
  - Develop a logical structure that is relevant to the type of writing (e.g. persuasive essay, instructions, narrative, etc.) being done
  - Convey a sense of completeness, wholeness, and closure
  - Demonstrate a mature command of language, including precision in diction and syntax
  - Communicate emotions, ideas, feelings, and other abstractions
  - Write with a tone that is appropriate for the audience, the purpose of the writing, and the specific situation
  - Students will recognize when and how to use appropriate grammar and sentence structure, and when and how to use colloquialisms, slang, and idiomatic language
2. Students will write in direct response to oral and written directions, demonstrating knowledge of mechanics, conventions of grammar, and word usage. Students will:
  - Follow all conventions of punctuation and grammar
  - Spell words correctly
  - Maintain subject/verb agreement
  - Use clear and audience-appropriate language
  - Use appropriate verb and noun forms
  - Use varied adjectives and adverbs
  - Demonstrate appropriate sentence structure

- Recognize and use subjects and predicates
  - Avoid using passive voice
  - Write sentences with appropriate parallelism and balance
  - Use appropriate modifiers, avoiding dangling participles, infinitives, and gerunds
3. The students will use the writing process to develop and evaluate self-initiated writing. Students will:
- Select and use appropriate prewriting techniques
  - Create drafts independently
  - Revise and edit drafts
  - Provide, receive, and use constructive and thorough criticism in a peer editing situation
  - Publish writings for a variety of audiences, demonstrating cultural and gender sensitivity

## **GRADE 8 MATHEMATICS**

### ***Algebra***

Eighth grade algebra will expand upon the concepts learned during fifth through seventh grade, and will introduce new concepts. Students will use analysis of models, statements, illustrations, and examples. Math concepts learned in math class will be used and reinforced in science class, and in various technological areas as well. Students will focus on real-world applications of mathematical processes, and will learn how to integrate math into daily life.

The eighth grade algebra program will involve the following elements:

- review of pre-algebra
- mental math and estimation
- review and reinforcement of basic skills
- solving a full range of first degree and literal equations
- operations with, and factoring, polynomials
- inequalities
- analytic geometry
- simultaneous equations
- functions
- rational expressions
- quadratic equations

### ***Exit Standards:***

The student will be able to:

- use a calculator for a full range of computational and problem solving purposes
- use inverse operations to solve equations
- use invented and conventional symbols to explain a function relation
- explore the right triangle relations of sine, cosine, and tangent
- explore and describe in words simple and complex patterns in the environment
- select appropriate notation and methods for symbolizing the problem statement and the solution process
- extend the application of previously learned strategies to a wide variety of problems
- use elementary notions of probability
- explore the roles of sampling and collecting data in making a statistical argument
- represent real-world phenomena and relationships using graphs, charts, and tables
- evaluate equations using exponents, including all four operations
- graph linear equations and apply them to real-world situations

- read and use a full range of math symbols, including:  $<$ ,  $=$ ,  $>$ ,  $\cong$ ,  $\neq$ ,  $\cap$ ,  $\cup$ ,  $\geq$ ,  $\pm$ ,  $\leq$ , and  $\pi$
- understand associative, additive, and commutative properties
- graph and determine slope, line, and other linear and non-linear functions
- use powers and roots, and compute interest
- recognize and graph simple parabolas
- solve quadratic equations
- understand positive and negative numbers, as well as absolute value
- solve and interpret elementary linear systems
- orally communicate mathematics concepts and systems
- identify and use multiple methods to solve problems
- use different models to integrate math and daily life

## **GRADES 7, 8 SCIENCE**

### **Exit Standards:**

Students will be able to:

- design, implement, and report the results of a long-term experiment, and explain how to control multiple variables
- select and use various scientific tools and technologies to use in experiments
- critically analyze experimental conclusions and their validity
- communicate procedures using various technologies
- discuss various methods to obtain different conclusions
- select standard and metric measurement devices, and use them for experimentation
- access and use a variety of resources and media in order to perform background research for experiments and reports
- design and follow procedures using step-by-step instructions, flow charts, diagrams, verbal instructions, sketches etc.

### **Humans and their World**

- describe how humans interact with, and impact, the environment
- diagnose environmental problems that humans have caused, and prescribe measures to fix these problems
- debate the costs and benefits of nuclear energy, fossil fuels, etc.
- analyze the impact of technological and medical advances on epidemics and plagues
- identify current health risks (e.g. AIDS, cancer) and describe the current efforts to reduce or end them
- describe extinction and the role humans have played in animal extinction
- discuss the relative merits of the theories about the causes of dinosaur extinction

### **Math and Technology**

- research and report on how mathematics and technology have been used to explain systems, including planetary systems, ecosystems, and human body systems
- use appropriate technology to gather information, analyze, and report experiment results
- describe the risks and advantages of new technologies (e.g. cell phones, internet)
- use appropriate measurement devices and displays to improve and report about experimental validity
- construct models using appropriate tools and technology

### **History of Science**

- research, explain, and present the contributions that various cultures and individuals of different backgrounds have made to the current body of scientific knowledge
- complete a comprehensive and representative timeline of scientific innovations and inventions

- research an evolving or changing scientific theory, and report on the theory one hundred years ago
- research and compare theories about the origins of humankind, the origins of organic life, or the origins of the universe
- explain how different cultures and different groups of people have explained unknown events throughout human history, and how science has changed these explanations
- explain how different world cultures explain and care for disease and illness
- identify and describe at least one scientific phenomenon which still remains a mystery to scientists (e.g. dinosaur extinction)

#### Biology/Life Sciences

- describe common relationships and interdependencies in nature and how they rely upon one another for survival/existence
- describe how the sun provides energy to all living things
- distinguish between different kinds of cells and their functions
- discuss human reproduction, plant reproduction, asexual reproduction, and cellular reproduction (mitosis and meiosis)
- discuss the theory of evolution, natural selection, Charles Darwin, and creationism
- identify environmental threats posed by mankind and other sources
- classify organisms on the basis of their internal systems (skeletal, muscular, organs, etc.)
- explain organ systems and how organs are dependent upon each other
- describe how the brain is a system of nerves

#### Physical Sciences

- describe electrical systems, conductors and non-conductors
- describe magnetic forces
- describe mechanical, radiant, thermal, nuclear, and other forms of energy
- describe physical properties (mass, volume, temperature, area, weight, dimensions)
- describe why we need alternative fuels and energy sources, and identify at least two possibilities for the future
- compare and contrast different types of energy (kinetic and potential)
- explain why we need to conserve energy and how we can do so
- describe simple circuits and flow of electricity, and identify ways to complete and break circuits
- identify the periodic chart of the elements, and identify atomic weight, atomic number, and symbols
- describe the difference between an atom and a molecule
- write and balance a simple chemical equation
- define electrons, neutrons, and protons, and identify their charges
- make a simple Mohr diagram
- describe and explain different chemical compounds
- create and explain a chemical reaction
- describe the properties of some of the elements

#### Earth/Space Sciences

- understand theories about how the earth was formed
- argue both sides of the debate over the creation/formation of the earth
- describe tectonic plates and how they work
- describe the effects of plate tectonics
- describe the major historical earthquakes
- describe the major historical volcanic eruptions
- describe the efforts to predict major geographical events
- describe the crust, mantle, and core of the earth

- describe the composition and characteristics of the atmosphere
- identify the different layers of the atmosphere and their specific unique characteristics
- identify and discuss the health risks of air and water pollution
- identify the major causes and sources of air and water pollution
- identify the sources of specific pollutants
- name and identify the major characteristics of the nine planets
- distinguish between the major characteristics of stars, planets, moons/satellites, and black holes

## **Promotion Policy**

Mastery of the learning standards at each grade level will be the basis for promotion. In order to be promoted to the next grade, students must have a final grade of 70 or above for each of the core skill classes: English, History, Science, and Math. Students who have grades lower than 70 in two or more non-core skill classes will be promoted only at the discretion of the School Leader. Students who have IEPs will be promoted to the next grade based on successful completion of the goals on their IEP. ISTEP and results from another nationally normed test will also be taken into account when retention is being considered. The School Leader and Grade Level Chair reserve the right to request that a student repeat a grade level for lack of organization and maturity.

The Parent/Student handbook will outline the promotion policy for students. Teachers will give students and parents/guardians ongoing feedback about student performance. Feedback will occur on a daily basis. Teachers will send quizzes and tests home to be signed consistently throughout the year. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home.

Teachers will also prepare progress reports at mid-quarter. The progress report is *not* part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Progress reports will include a letter or numeric grade indicating the student's grade and the student's performance. A parent/guardian whose child is failing more than one course at the progress report time may be required to meet with the teacher of that course within one week of receiving the progress report. Teachers can also request conferences with parents/guardians. Based on the progress report, parents/guardians may call or request a conference with any teacher.

## **C. Curriculum**

KIPP Indianapolis will correlate its curriculum objectives with the Indiana Academic Standards. KIPP Indianapolis' focus is not to change what the state feels are the appropriate academic outcomes, but rather, to ensure that all students master all areas of the Indiana Academic Standards. The school's expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a quicker pace. This accelerated pace is necessary to prepare the students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs. Teachers will work with the School Leader to determine the curricula that will match students' needs. Incoming student needs and performance levels will determine the weight that teachers will place on the different elements of the curriculum. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at KIPP Indianapolis' intensified pace.

KIPP Indianapolis will more fully develop its curriculum in the spring of 2004 as part of the fellowship year, before the beginning of the first school year. Upon its completion, the fully developed curriculum will be presented to the Indianapolis Office of the Mayor. The curriculum framework described below is designed to prepare students for the best high schools, colleges, and universities in the country. Teachers and school leaders will supplement this curriculum with their own innovations, research, and expertise. In addition, curriculum in accordance with 9<sup>th</sup> grade state standards will be employed after the students have mastered the appropriate grade-level material. Sample lesson plans have been included in Appendix H.

The following content area and grade-level descriptions are to serve as a starting point for KIPP Indianapolis' curriculum guidelines.

## **Mathematics**

The math curriculum will provide the students of KIPP Indianapolis with the skills they need to excel in the advanced math tracks at the top high schools in the country. KIPP students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and will learn to apply this knowledge to their everyday lives. The math program will focus on problem solving, and on reinforcing basic math skills to the point of mastery. This focus on problem solving will be reinforced in other classes, and at the beginning of each day, every student will receive a math problem worksheet to work on during any free time that arises.

KIPP Indianapolis will use an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that incoming fifth graders have the basic skills (such as multiplication tables, two-digit division, etc.) necessary to learn fifth grade material. In addition to this remediation, students will develop a strong number sense that will lead to big gains in problem solving ability.

Because all students at KIPP will learn, students who are furthest behind will receive after-school and weekend tutoring until they are on track with the rest of the class. In addition, their teammates in class will help them, when appropriate, with class work and homework.

Because technology and mathematics are closely related, the math program will utilize technology and provide students with the knowledge of how to navigate common computer programs, and understand computer hardware and software structures. Students will also gain knowledge of the internet throughout all of their classes. Additionally, the math curriculum will involve the use of scientific and graphing calculators.

## **Science**

At KIPP Indianapolis, the science curriculum will place heavy emphasis on learning the processes and skills that students need in order to understand the scientific process and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines. These processes will be learned through experimentation and investigation, which will then in turn require a written element, such as lab write-ups and reports.

In addition to learning the processes of science, students will learn certain content in the areas of geology, biology (human, animal, and plant), and physics. Each science class will include not only scientific content, but will also provide an interdisciplinary bridge between math, science, and technology, as well as a history of science component.

In all four grades, the science curriculum will be divided into three units: biological science, physical science, and earth/space science. A broad, multicultural history of science curriculum will span the entire curriculum, as will skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

## **Language Arts**

The Language Arts program will provide a challenging and rewarding curriculum that is literature-based, culturally diverse, and intellectually stimulating. Students will work collaboratively to guide each other's understanding of texts, novels, media and other sources. Students will leave KIPP Indianapolis with a mastery of the language arts skills that will be required of them in the highly selective high schools and colleges they attend after they leave KIPP Indianapolis.

Though individual teachers will define and hone each specific curriculum, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation will all be covered in each Language Arts classroom. Students will learn the fundamentals of grammar, the writing process, how to speak to an audience, note taking, and will be able to identify social and cultural influences and differences in writing. Students will work together to revise, edit, and present papers and other presentations.

Literacy is a fundamental and vital skill that is important in every area of academics and in life. KIPP Indianapolis will promote literacy across all subject areas by having a “skill of the week,” and by providing a literature-intensive program in subjects like social studies and science. Skills that will be reinforced in all areas will include reading comprehension skills (e.g. identifying the main idea, recognizing details, analyzing tone, sequencing, etc.), writing skills (e.g. revision, peer editing), and speaking skills (e.g. speech giving, class presentations, group work).

In addition to a Language Arts class, KIPP Indianapolis students will be enrolled in novel study classes. In these classes, the students will read, discuss, and analyze novels, both independently and in groups. The novels used will constitute a culturally diverse combination of classic literature and recent works. These classes will promote the students’ understanding of literature, their background knowledge of the classics, their understanding of world cultures, and their reading comprehension levels.

Language arts skills are interconnected and require constant reinforcement. For this reason, students will be able to break down reading, writing, speaking, and listening into its fundamental elements, but they will also experience and develop these skills holistically and in the context of practical and relevant material and literature.

Throughout their four years at KIPP Indianapolis, students will be required to write multiple drafts of papers, and to use organizational devices such as graphic organizers and outlines. From fifth to eighth grade, students will develop more and more sophistication and technical mastery in their writing, but organization will be stressed and reinforced from the beginning.

Students will learn to read selections according to the author’s intent. Through performances and read-aloud sessions, students will learn to interpret and respond to the devices that poets and playwrights use to direct the reader. The school drama club and debate team will further hone these talents in some students.

### **Social Studies**

Throughout their four years at KIPP Indianapolis, students will receive a college preparatory education in World History and United States History that focuses on geography and its implications. Geography has played an enormous role in the major events of the history of the world and the United States, and will thus be a major focus of the Social Studies curriculum.

A thorough understanding of history is necessary for students to become educated and active citizens of our country, and, in its growing interconnectedness, our world. The Social Studies curriculum will prepare students with knowledge of the major events of history, as well as providing them with the skills necessary to evaluate current events, political structures, and philosophies.

The Social Studies curriculum will be reading intensive, and will involve the analysis of primary and secondary sources. This will serve the dual function of increasing literacy, and providing our students with the ability to critically evaluate both historical and contemporary texts. Social Studies classes will also reinforce the “skill of the week,” a weekly reading or writing skill upon which the entire school will focus.

The Social Studies curriculum will also be largely project-based, and will involve a large amount of group work. For our students to become active participants in society, they need to be able to function in group

settings, and focus on problem solving, analysis, and content. Students will see their peers within the school as their family, and their class and various groups as a team. The social studies curriculum and its implementation will feature constant reinforcement of the values of teamwork, citizenship, and collective goal attainment.

All Social Studies classes will require written essays and reports. Students will be held accountable not only for content, but for style, organization, and mechanics as well. They will use the writing process across all disciplines, including social studies. They will develop portfolios that include projects and writing samples. Furthermore, all eighth grade students will complete an exit project that will be required for promotion, and will include a written component and an oral presentation.

Finally, Social Studies classes will examine the art and music of various cultures and civilizations. Visual art and music will be analyzed for its cultural, sociological, and historical implications, and students will understand the connection between art, culture, geography, and history.

### **Geography**

Geography will be reinforced and studied throughout a student's four years at KIPP Indianapolis. Physical, human, and environmental geography will be studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

In order to be fully prepared for excellent high schools and colleges, students need a mastery of the countries, cultures, physical features, environments, and landforms of the world. In addition, they need to be adept at various map skills, and must be able to interpret charts, graphs, and other graphic representations of geographical and historical concepts.

### **Physical Education**

All students at KIPP Indianapolis will receive a highly structured physical education class. Students will not only become more physically fit, but will learn the benefits of fitness, the rules of various sports, and the benefits of teamwork. As teamwork will be an omnipresent theme at KIPP, the social rules that govern team interaction and competition will be taught and reinforced.

The Physical Education program will focus on sports related activities and physical fitness. Students will develop competency in a variety of sports and dance techniques, will develop motor skills and coordination, and will learn different strategies for different sports.

Competency and excellence in athletics leads to confidence and mental well-being in life. Furthermore, team sports instill dedication and a sense of working for the collective good. The physical education program is thus focused on improving not only physical, but also mental, health, as well as building an understanding and spirit of shared outcomes and collaborations.

### **World Languages**

Many students at KIPP Indianapolis will go on to careers in fields that require international expertise, and in some cases, the ability to speak a language other than English. Colleges and universities require some foreign language background, and intimate knowledge of a second language provides a student with insight into her or his first language.

The United States has more Spanish speakers than almost any other country, and the number of Spanish speakers in State is growing rapidly. For this reason, students at KIPP Indianapolis will receive instruction in the fundamental elements of Spanish and the cultures and histories of Spanish-speaking countries.



KIPP students will compare the formal language structures of Spanish to the structures of English in order to obtain a better understanding of both languages. The students will develop the skills necessary for them to continue studying Spanish in high school and college, or for them to start learning another language.

Starting in 5<sup>th</sup> grade, all KIPP students will receive foreign language instruction, culminating in a high school-level course in eighth grade.

### **Visual and Performing Arts**

Students at KIPP Indianapolis will receive a cross-curricular arts program that will feature music performance, dramatic performance, painting and visual expression, elements of dance, and cultural representations through art. KIPP teachers in all classes will strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

Much of the social studies program focuses on the art of various cultures around the world, and how these cultures are represented in their art. The language arts program will feature plays, poetry readings, and other forums for dramatic expression. The physical education program will teach students the fundamentals of artistic expression through dance. Finally, the extracurricular program will feature a drama club, a dance team, and other activities in which students can learn about expression through art, as well as art history, and cultural influences on art and music.

Additionally, beginning in seventh grade, each student at KIPP Indianapolis will have a music class in which he or she learns to play an instrument as part of a larger ensemble. In addition to music class, the school may feature an extracurricular choir.

### **Instructional technology**

Technology offers many tools to support high academic achievement in KIPP schools. While technology is not a core curriculum to be mastered for its own sake; modern technology tools should be employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21<sup>st</sup> century technologies should be utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature.

#### **Specific Strategies**

1. Utilize technology tools to enhance & improve instructional methods
2. Enhance individual achievement through assessment technologies
3. Enable teachers and students to effectively collaborate with others
4. Enable new forms of student expression
5. Build higher order thinking skills by allowing students to interact with information in multiple ways
6. Facilitate professional development opportunities and enhance instructional support
7. Organize and distribute teacher lesson plans

### **D. Assessment**

As with curriculum, all assessments and standards used at KIPP Indianapolis will be aligned with the Indiana Academic Standards.

#### **Assessment Tools**

KIPP Indianapolis' mission includes taking "at-risk" populations and putting them onto a Honors/AP track for life. While understanding that such skill mastery will occur in gradual steps, KIPP Indianapolis will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment, allowing teachers to follow every student's growth while also capturing day-to-day accomplishments.

KIPP Indianapolis believes there needs to be a wide array of assessments including school-developed assessments to track specific skills and learning, state exams to ensure that students are meeting all state standards, and national exams to help KIPP Indianapolis faculty see the strengths and weaknesses of its methods measured against a national norm.

In addition to the Indiana Statewide Testing for Educational Progress (ISTEP), evaluation and assessment instruments to be used may include:

- Additional national norm-referenced tests such as Woodcock-Johnson Test of Achievement, Stanford 9 or a combination of the aforementioned;
- Grade reporting and weekly progress reports to parents;
- Student folders;
- Student writing portfolios;
- Student journals;
- Daily subject area monitoring;
- Unit tests;
- Projects;
- Parent surveys; and
- Class attendance.

Evaluation and assessment will be conducted on an annual, quarterly, weekly, and daily basis in all curriculum areas. The frequency of these evaluation tools will serve as an opportunity for KIPP Indianapolis' teachers and administrators to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population.

KIPP Indianapolis will continue to utilize the assessment measures discussed previously as well as initiate new assessments. In addition, KIPP Indianapolis plans to eventually administer the Educational Research Bureau (ERB) test annually to students. This test is administered to private school students who have high college matriculation rates and will help ensure that KIPPsters are maintaining a college preparatory pace.

KIPP Indianapolis shall evaluate the effectiveness of its plan for improvement on a yearly basis. The school shall submit and present an Annual Evaluation Report to the Board of Directors in July of each year. The Annual Evaluation Report shall set forth the academic program and the progress made by KIPP Indianapolis in the previous year, including without limitation, the results of standardized student tests and documentation that students met minimum state standards, and documentation that students met or exceeded the academic or vocational education goals and objectives for that school year. The Annual Evaluation Report shall be in a form acceptable and agreed to by the Board of Directors. The Annual Evaluation Report shall also be provided to the parents or guardians of students enrolled in KIPP Indianapolis, and the community.

### **Students At-Risk**

The KIPP model is specifically designed to meet the needs of at-risk students that are typically several grade levels behind when they first enter the fifth grade. The school will use the information from all assessments to refine curriculum and classroom practice to ensure that the school can respond to the needs of individual learners. Where these assessments reveal that students are not performing at appropriate levels (information will vary based on assessments used), modifications to curriculum and individual student programs will be made. In any case, our goal is to have our children meet or exceed the state's learning standards for their grade, as reported in achievement measures consistent with output of each assessment tool, whether norm referenced or criterion referenced.

In situations where students are not meeting expectations, teachers will use strategies such as one-on-one tutoring, peer tutoring and cooperative learning. Although KIPP students will work at an accelerated pace, KIPP Indianapolis teachers will make sure students have a strong understanding of basic skills before pushing forward. Because we expect that all students will not enter KIPP Indianapolis on grade

level, the extended school day and school year are built-in mechanisms to provide time for remediation. In addition to the extended day, the students who continue to struggle will be provided with tutoring from outside sources.

### **Gifted Students**

KIPP Indianapolis believes that all children hold gifts and talents, unique and precious. All students will be challenged to meet their intellectual ability within the instructional program, therefore the school will not offer a formal, separate gifted and talented program. Teachers may work with students who are exceeding expectations during the enrichment time by providing opportunities for project-based learning, discovery learning or computer activities. Existing KIPP schools have offered activities such as art, karate, publishing, strategy games, test preparation, flag football, drama, ballet, self defense, basketball, volleyball, baseball, piano, silk screening, chess, yearbook, and photography.

## **E. Support for Learning**

### **Discipline**

Safety, order, and student discipline will be fundamental to learning at KIPP Indianapolis. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment where they feel safe. KIPP Indianapolis will adhere to the Commitment to Excellence as a guideline for in-class disciplinary action, suspension or expulsion of students. Please see Appendix A for the Non-Negotiable Expectations for KIPP students.

In-class disciplinary actions will include, but are not limited to:

- Additional assignments to be completed at home and/or at school;
- Detention after school;
- Mandatory homework study hall after school;
- Time-out, otherwise known as “the Porch”;
- Loss of incentives and school trips; and
- Calling plans, where the student must call the teachers to inform them when homework is completed.

All KIPP Indianapolis students will be required to wear the KIPP Indianapolis uniform every day. The uniform will consist of a variety of KIPP Indianapolis shirts, available for sale at cost from the school. In addition to wearing the KIPP Indianapolis shirts, the KIPP Indianapolis uniform policy consists of the following regulations:

- Skirts and dresses must be worn no more than two inches above the knee.
- All pants must be worn with a belt that fits around the waist.
- All shirts must be tucked in.
- Makeup is not allowed.
- Sleeveless or cut-off shirts, blouses, and dresses will not be tolerated.
- Shorts are not permitted (except during summer school).
- Overalls (jumpers) are not permitted.
- Earrings that are larger than one inch are not allowed.

KIPP Indianapolis students will be expected to dress professionally for special events. Boys will be expected to wear shirt, tie and dress shoes, and girls will be expected to dress in a manner befitting a professional young woman.

### **Due Process Procedures**

KIPP Indianapolis is aware of the tenuous state of the current legislation on discipline procedures for students with disabilities. KIPP Indianapolis will stay apprised of any shift in the legislation and commits to staying in compliance with any federal law regarding student discipline for children with disabilities.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

A student's family may elect to appeal a decision by the KIPP Indianapolis Leader to impose a long term suspension or expulsion to the Board of Directors. The family may bring counsel with them if they so desire. In all events of expulsion, the School Leader of KIPP Indianapolis will work in conjunction with the family to find the best possible alternative setting.

### **Parental Involvement**

KIPP Indianapolis operates under the premise that the teachers, parents, and students must work together as partners to provide the atmosphere and potential for a quality education. Parents are a vital part of this partnership and the Commitment to Excellence outlines the ways in which KIPP Indianapolis expects and needs the parents to support the educational mission of the school. The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is complete each night, assisting their child in contacting the teacher if there is a problem or a question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arise. Other opportunities include report card pick up, parent night and newsletters, local field trips and end of year trips. Parents of KIPP Indianapolis will also be encouraged to participate on the KIPP Indianapolis Parent Association.

### **Faculty Involvement**

KIPP Indianapolis teachers bridge the gap between school and community by visiting every student's home before enrolling students and continuing to make regular home visits throughout the year. During these visits, as well as during parent meetings, KIPP Indianapolis faculty will explain to parents the importance of checking homework, taking an interest in school programs and projects, and reading with their children. KIPP's parent meetings and report card conferences have had a 99% attendance rate over the past five years in our Houston and Bronx schools. We are confident that KIPP Indianapolis will have the same high attendance rates.

### **Community Involvement**

KIPP Indianapolis Charter School will open its doors to qualified individuals who are dedicated to helping students obtain their academic goals. Our volunteer program will be composed of community members, college students, high school students, and parents. Volunteers will perform several duties, including small group tutorials, office assistance, and serving as guest readers during our daily novel-reading period. KIPP Indianapolis's health curriculum will include various community-based organizations that will help KIPP Indianapolis students understand nutrition, hygiene, puberty, drug use and alcohol abuse, and family crisis management. KIPP Indianapolis wants to foster a supportive family environment inside the classroom and throughout the school and community. We want the students to have pride in themselves, their school, their family, their heritage, and their community.

## **F. Special Student Populations**

### **Special Education**

KIPP Indianapolis will ensure, per all state and federal requirements, that the needs of special education students will be met. Any provisions contained herein are subject to state and federal requirements for students with disabilities. Further, per Federal Law, students with disabilities will be fully integrated into the programs of KIPP Indianapolis, with the necessary materials, mandated services, and equipment to support their learning. KIPP Indianapolis will comply with all of the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act.

The school will ensure that any student with a disability attending KIPP Indianapolis will be identified and serviced. KIPP Indianapolis will meet all the requirements mandated within a student's Individual

Education Plan (IEP) for any student entering with pre-existing disability requirements. The school will seek to offer an inclusion program for all students with disabilities. However, if the student's needs and IEP require a program other than inclusion, KIPP Indianapolis will attempt to meet those needs with existing staff or contracted services.

If a student's IEP ever requires the provision of specialized services not available at the school (e.g. OT, PT), the school will contract with individual providers on a per diem fee-for-service basis, partner with the Special Education Cooperative or arrange for services to be provided by Indianapolis Public Schools.

Furthermore, KIPP Indianapolis will ensure proper management of IEPs. The KIPP Indianapolis' School Leader will ensure that effective and appropriate communication be maintained for the following purposes:

- Provision and monitoring of all educational services as required by the IEP;
- Provision and monitoring of all related services as required by the IEP; and
- The completion of all requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations and ongoing monitoring of student progress appropriate provision of any/all test modifications as stipulated on the IEP.

All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the KIPP Indianapolis counselor as supervised by the School Leader. The School Leader will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is kept confidential, in accordance with FERPA and IDEA guidelines. The School Leader will oversee access to these records, and he/she will be responsible for ensuring that all providers responsible for the implementation of students IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

The school will collect and maintain the following information on disabled students as required by IDEA:

1. The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
2. The number of students provided with test modifications and the types and the number of students exempted from state assessments;
3. The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time out of the regular classroom;
4. The number of students with disabilities suspended "in-school" and out of school, organized by disability, and length of suspensions; and
5. The basis of exit of students with disabilities from KIPP Indianapolis (i.e. attainment of diploma and type, declassified, moved, etc.).

Finally, KIPP Indianapolis will provide quarterly and annual assessment of student progress. Parents will be informed of both the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals four times a year, which is the same frequency as progress is reported to all students and parents in Indianapolis Public Schools. We will document the method by which a student progresses toward achieving the annual goal, how it is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal prior to the next annual review, and where needed, the reasons why the student did not meet the goal.

### **English As A Second Language Provisions**

KIPP Indianapolis will serve English as a Second Language (ESL) and Limited English Proficiency (LEP) students in accordance with all applicable Federal Laws and Regulations. ESL/LEP students will be given appropriate support based on their demonstration of a lack of familiarity with English. The LAB-LAU tests or another appropriate mechanism will be used when there is a question regarding the exact needs of the student. When applicable, KIPP Indianapolis will follow state-regulated administration of the LAB using Form A battery on even years and Form B battery on odd years.

Students who score at or above the 25<sup>th</sup> percentile on LAB, shall be administered a norm-referenced achievement test in reading or reading comprehension for further assessment. Students who score at or above the 40<sup>th</sup> percentile on this test will be considered English proficient. Students who score below the 40<sup>th</sup> percentile and students who scored below the 25<sup>th</sup> percentile on the LAB battery, will be reviewed in a Language Assessment Conference attended by the student's classroom teacher, appropriate ESL-trained staff, and other parties. A needs assessment will be outlined and the student will receive appropriate intervention.

All KIPP Indianapolis students will receive instruction in a mainstream environment; ESL/LEP students will not be assigned to classes for the disabled because of their language needs, nor will they be excluded from regular school activities. Both bilingual and ESL services will be provided to all students in need of service. A special education and bilingual teacher or qualified consulting teacher will monitor the student progress and assist the classroom teachers in modifying strategies to meet any student's individual needs. In addition, all KIPP Indianapolis teachers will receive the materials and the professional development necessary to effectively meet the needs of KIPP Indianapolis' students. Furthermore KIPP Indianapolis will work closely with Indianapolis Public Schools to find best school practices and to ensure usage of the most effective evaluative strategies and standards.

## **G. School Characteristics**

### **Structure of your school day and week**

KIPP Indianapolis students attend school Monday through Thursday from 7:30 a.m. to 5:00 p.m. and on Friday from 7:30 a.m. to 4:00 p.m., averaging approximately 600 minutes of academic instruction per day. Students and teachers will spend more time in KIPP Indianapolis classrooms than most other schools in the United States – nine hours each weekday, three and one half hours each Saturday, and one month every summer. Appendix I contains a sample KIPP school master schedule. A typical day of a KIPPster is broken down according to the following schedule:

#### **7:30 a.m. – 8:00 a.m. (Morning Work)**

KIPP Indianapolis students will start the day on-task. During the time allotted for morning work, students arrive for breakfast and work on math, reading, logic and critical thinking skills through a variety of cross-curriculum problem-solving activities.

#### **8:00 a.m. – 3:30 p.m. (Core Academic Subjects)**

For the majority of the day, students are engaged in the standard curriculum areas of English language arts, mathematics, science, social studies, fine arts, foreign languages, thinking skills, current events, technology, physical education and health. In addition, seventh and eighth grade students receive instruction in Spanish (Spanish literature for native speakers).

During the 8:00 a.m.-3:30 p.m. core subject instructional time, a 30-45 minute lunch will occur. Noting that many schools are only allotted a 20 minute lunch, this extra time will provide a break for eating and a well-deserved rest from the instructional program.

#### **3:30 p.m. – 4:10 p.m. (Enrichment Period)**

Students attend an Enrichment Period in which they earn a daily snack and have the option of working on homework, receiving individualized tutoring from teachers, or participating in group projects.

Students who are not performing up to academic expectations will forego the enrichment period. Instead, these students will receive remedial instruction and study hall during this hour.

#### **4:10 p.m. - 5:00 p.m. (Novels and Extracurricular Activities)**

At the end of the day, fifth and sixth grade students and teachers divide into heterogeneous groups within specific grade levels to read novels. During this time period, volunteers and guests often assume the role

of guest readers. This time exposes students to the joy and love of reading. In each of the last 4 years, KIPP students read ten novels per class.

When students are in seventh and eighth grade and are not only caught up to appropriate state standards, but surpassing them, extracurricular activities will take place beginning at 4:00 p.m. and novel reading will be worked in at various other times throughout the day. It will be mandatory for seventh and eighth grade students to participate in at least one sport or club activity. The extracurricular program will include competitive sports (such as football, volleyball, basketball, baseball, ultimate frisbee, softball, and soccer), drama, dance team, school newspaper and magazine, yearbook, debate team, and service projects.

#### **After 5:00 p.m. (Computer Literacy and Adult Education)**

Students can stay after school twice a week to receive instruction and training in computer literacy. Additionally, KIPP Indianapolis parents may be able to attend free adult education classes in ESL, adult literacy, and parenting skills, staffed by qualified outside experts or consultants. The school hopes to expand the parent classes to include Graduate Equivalency Degree (GED), Consumer and Family Math, Computer Literacy, Interview Skills and Household Safety.

#### **School Calendar**

KIPP Indianapolis will follow the Indianapolis Public Schools calendar and add 20-22 Saturdays to be scheduled as well as a summer component. KIPP Indianapolis will not have Saturday school during summer or holiday weekends. The summer component will be scheduled to commence at the *beginning* of KIPP Indianapolis's school year. The total number of days in class will be approximately 220.

#### **Saturday Enrichment Classes**

KIPP Indianapolis students will attend Saturday classes from 9:30 a.m. to 1:00 p.m. During this time, students will participate in activities that will contribute to their becoming well-rounded individuals, including activities such as: swimming, Kung Fu, dance, art, step, soccer, basketball, French, guitar, and keyboard. Seventh and eighth grade students will utilize a portion of this time to continue practice in their extracurricular activity, and will have the option of volunteering to stay at school for an additional 2 hours in the afternoon for SAT training. It is our hope that this early preparation will lead to high scores on the PSAT and SAT.

In addition, KIPP Indianapolis teachers will provide help or assistance to parents during Saturday school hours, such as family support services, GED classes, and ESL classes.

#### **Summer school**

All students at KIPP Indianapolis will attend summer school. Our summer school session provides KIPP Indianapolis students, parents, and teachers with a head start in preparing for the upcoming academic year. Students will attend classes for four hours each day for four weeks. The School Leader will work to align session dates with Indianapolis Public Schools summer school schedule.

KIPP Indianapolis's summer session is divided into two components. The first segment contains a week-long staff development program that provides KIPP Indianapolis teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year.

The second component of the summer session is brought to life when the students enter our classrooms. During this time, teachers, students, and parents become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of English, math, science, and social science. The summer session is also a time when the process of team building begins. Students are introduced to the concepts, challenges, strengths, and rewards of working as a team. Once the summer session has

ended, teachers continue their preparation by designing a curriculum for the fall that will address the specific needs and interests of the students identified during the summer.

The first summer for 5<sup>th</sup> grade students is called “KIPPnotizing.” Students are welcomed and introduced to the culture of KIPP. Please see Appendix I for a KIPP summer school schedule. Below are activities that are covered during the first 1-2 days.

- The year the students are going to college
- Attendance expectations and name pronunciation
- Teacher Introductions
- Expectations and Quotes (Work Hard. Be Nice)
- Slant Sepim
- Sneetches - read and discuss - team and family
- Dress Code
- Review expectations
- Journal entry - Why I joined KIPP
- Name of bus routes
- Homework sheet and Homework Folder and Headings
- Paycheck system and tickets
- Teacher Phone Numbers and How to call
- Read Polar Express - hearing the bells
- Read Baby Read
- KIPP Credo

#### IV. Organizational Viability and Effectiveness

##### A. Enrollment / Demand

###### Demand

There exists a demand in Indianapolis for a top-notch education for students in low-income areas, that will prove that when it comes to educating children, there are “no excuses.” KIPP Indianapolis will prove that the children of Indianapolis can, and should, go on to excel at the top high schools and colleges in the country. The decline in Indianapolis Public School enrollment, due to flight from the city and enrollment in non-public schools is an indicator of the demand parents have for options within public education.

###### Enrollment

KIPP Indianapolis plans to open in the summer of 2004 with approximately 80 fifth graders. Each year, KIPP Indianapolis will add a fifth grade until the school serves grades five through eight. This incremental and deliberate growth pattern will be essential to establishing the culture of high expectations both academically and behaviorally that KIPP schools demonstrates.

KIPP Indianapolis’ initial enrollment is expected to be as follows:

Year	Grade	Number of students
2004	5	80

KIPP Indianapolis’ projected 5-year enrollment is expected to be as follows:

Year	2004	2005	2006	2007	2008
Grade Levels	5 <sup>th</sup>	5 <sup>th</sup> - 6 <sup>th</sup>	5 <sup>th</sup> - 7 <sup>th</sup>	5 <sup>th</sup> - 8 <sup>th</sup>	5 <sup>th</sup> - 8 <sup>th</sup>
Enrollment Increase by Year	80	80	80	80	80
Total Enrollment	80	160	240	320	320



## **Recruitment and Marketing**

As soon as possible after the approval of KIPP Indianapolis' charter, the school will initiate a systematic, methodical, documented recruitment process to ensure the school is not racially or socio-economically segregated. Geographic enrollment targets will be specified after the school makes a final agreement for a site. KIPP Indianapolis will give preference to students from the immediate neighborhood, but will be open to children from throughout the city.

KIPP Indianapolis will enroll all students who respond by submitting timely applications. If the number of applications exceeds the capacity of a program, class, grade level or building, a lottery will be used to assure all applicants an equal chance of gaining admission. Admission will be limited to the grades and ages of pupils served as described under Educational Philosophy. KIPP Indianapolis acknowledges its right, per statute, to give enrollment preference to siblings of students already attending or accepted to the school and children of parents employed there. We will not restrict admissions based upon race, ethnicity, national origin, disability, gender, income level, proficiency in English or athletic ability.

Recruitment of new students will be an ongoing process. Formal recruitment of incoming students will begin in January for the following school year. In that month, KIPP Indianapolis teachers and the KIPP Indianapolis recruitment committee members will advertise open registration. In March, April, and May, teachers will conduct home visits to encourage parents to sign the Commitment to Excellence (Appendix A) and to officially enroll students. If the number of applications exceeds the number of spaces available, admission will be determined on the basis of student lottery among all timely applications.

KIPP Indianapolis will take the following steps to ensure that students representative of the school's respective communities continue to be recruited:

- Post flyers and notices in local supermarkets, churches, community centers, and apartment complexes;
- Visit local organizations in each neighborhood;
- Visit and explain to prospective students and their families the purpose of KIPP Indianapolis;
- Conduct parental information sessions to elaborate on the commitment involved with attending KIPP Indianapolis;
- Canvass neighborhoods to further reach interested families;
- Local school visits;
- Home visits in local school areas;
- Referrals from other KIPPsters and families;
- Neighborhood flyers;
- Speak at church and prayer meetings;
- Speak at civic organizations;
- Speak at community based organizations;
- Local newspaper and community association newsletter advertisements; and
- Teacher referrals from other campuses.

KIPP Indianapolis will provide translation services for all promotional material and any person-to-person interaction requiring translation.

Admission to KIPP Indianapolis will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in KIPP Indianapolis instead of remaining at the zoned public school. The school encourages and motivates the students and their families to view an intense academic commitment as their key to the future. Students, parents, and teachers will be strongly encouraged to sign KIPP Indianapolis' Commitment to Excellence. This document addresses the areas of attendance, homework, behavior, and academics. In accordance with all Federal Laws, no student will be denied admission to KIPP Indianapolis based on race, ethnicity, national origin, gender, or disability.

Students will be able to withdraw from KIPP Indianapolis at any point in time and return to their local zoned public school or any other school to which they can gain admission. Upon notification of student

withdrawal, KIPP Indianapolis will immediately notify the appropriate local board of education in which the student is zoned.

## **B. Human Resources**

### **Qualifications**

During the 2002-2003-selection process, KIPP Foundation will identify as a Fisher Fellow for the Class of 2003. The description of the KIPP School Leadership Program in Appendix C outlines the qualities that School Leaders will have. The recruitment process includes contacting high-performing teachers, Teach For America alumni, inner city teaching corps alumni and business and education graduate school students from various universities throughout the country. By tapping into various networks and resources, we expect to find highly qualified individuals who will participate in the KIPP School Leadership Program.

In response to the growing interest of the various communities within Indianapolis and the student's parents in the welfare of the school, KIPP Indianapolis will open its doors to qualified individuals who are dedicated to helping students obtain their academic goals. KIPP Indianapolis reserves the right to employ teachers of Indianapolis Public Schools as well as non-certified teachers KIPP Indianapolis deems qualified.

Each prospective teacher will teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area. Each applicant will undergo formal and informal interviews to ensure that his/her values are aligned with the KIPP educational philosophy. All faculty and staff will undergo a criminal background check to be conducted by both the local police department and the FBI, as well as a child abuse registry check.

KIPP Indianapolis employees will commit to:

- Abiding by federal, state, and local laws and statutes;
- Maintaining a professional relationship with all students;
- Refraining from the abuse of alcohol or drugs during the course of professional practice;
- Exemplifying honor and integrity in the course of professional practice particularly in the use of public funds and property;
- Complying with state, federal, and local laws regarding the confidentiality of student records;
- Fulfilling the terms and obligations detailed in the KIPP Indianapolis contract;
- Filing necessary reports of child abuse; and
- Maintaining a high level of professional conduct.

Largely through media press and word of mouth, interest in KIPP has spread throughout the country. We expect to have numerous applications from master teachers who believe they will enjoy a greater degree of success teaching in a rigorous academic environment. In future years, existing teachers will interview applicants and select teachers. New teachers bring additional classroom techniques, which they will share with the entire faculty.

### **Professional Development**

KIPP Indianapolis teachers will receive two weeks of in-service during which they will be trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. Teachers will receive one week of training at the beginning of the school year. Throughout the year, teachers will receive supplemental in-service training determined by an informal needs assessment of the staff. Teachers may also request professional development by submitting a request. KIPP Indianapolis would request the opportunity to attend scheduled staff development programs of interest on a seat availability basis through Indianapolis Public Schools. KIPP Indianapolis will contract for staff development needs, beyond those available, with either Indianapolis Public Schools or other private providers.

If KIPP Indianapolis's testing data begins to show that such progress and value-added is not being achieved, the School Leader of KIPP Indianapolis will engage each affected grade level of teachers in weekly instructional meetings and lesson planning. Teachers will be placed on notice that the lack of value-added to the schools' performance will be reflected on their teacher performance evaluation and another year of a lack of value-added to the school's performance will potentially result in staffing changes. If there is evidence of value-added, but not at a level to meet the ultimate school goal, the School Leader will allow that grade level to operate for one additional year to achieve the desired results. If the stated goals are still not met after the second year, then the above intervention by the School Leader will take place.

If the performance reflects expected one-year growth, which would create a stagnant percentile rank, the School Leader will determine the appropriate professional development for the teachers. For example, at KIPP Houston, students' average rank on the Stanford 9 was at 65%, for two consecutive years, so the teachers attended the Columbia Teachers College Readers and Writers workshops, and this year, the average percentile rank in the school increased to 71%. Below is a sample KIPP teacher sample schedule for first week of summer.

#### **KIPP Teacher 1<sup>st</sup> Week Summer Schedule**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Vertical Team Meetings English Dept.	Science Dept.	Faculty Meeting-Staff development plan & evaluations	Harriet Ball Training-Science & Math	Harriet Ball Training – English & History
Math Dept.	Faculty Meeting-Staff Handbook	Faculty Meeting – Student Handbook	Harriet Ball Training-English & History	Faculty KIPPnotizing
History Dept.	Set-up Rooms	Lesson Planning	Set up Rooms	Staff event/ice breaker

KIPP Foundation will also provide professional development for the teachers of all KIPP schools. KIPP Foundation will consult with KIPP School Leaders to:

- Determine their needs and wants;
- Design and develop services for KIPP Schools with respect to the Five Pillars;
- Determine alumni needs and assess how KIPP Foundation can service those needs;
- Foster a sense of community for school staff, parents, and students ensuring potent and predominant KIPP culture.

#### **Staff Evaluation**

The School Leader will be responsible for evaluating all teachers and support staff. Staff evaluation will include input from administration, peers, and parent/guardians. The School Leader may contract out for services with a part-time, qualified, credentialed evaluation consultant to observe teachers in the classroom to determine their effectiveness as facilitators of learning, and their ability to reach children using various modalities. A critical part of the teacher evaluation and retention will be outcome based, measuring students' achievement, and implementation of the curriculum. A performance agreement will be developed with each teacher prior to the school year. The annual performance assessment will be based on those standards.

KIPP Indianapolis will establish clearly defined criteria for performance review. These criteria include:

- Commitment to KIPP Indianapolis's mission and goals;

- Successful implementation of the curriculum and educational philosophy;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in KIPP Indianapolis's staff "team".

Tools to be used in the evaluation process will include:

- Written evaluations based on classroom observations;
- Student's performance on major assessments; and
- Feedback from parents.

Those teachers failing to adhere to the guidelines outlined above and in the Commitment to Excellence form and/or failing to meet the specifications of the evaluation plan will be subject to dismissal at the request of the School Leader. See below for a sample teacher evaluation plan.

### **SAMPLE STAFF EVALUATION PLAN**

<b>Pre-Conference Meeting</b>	Make sure both School Leader and teacher understand the purpose of evaluation
<b>Goal Setting Evaluation</b>	<ul style="list-style-type: none"> <li>• Teacher's develop a performance agreement and sets goals for professional development</li> <li>• Approval of goals</li> <li>• Evaluation report</li> <li>• Decision-making</li> </ul>
<b>Goal Setting Conference</b>	<ul style="list-style-type: none"> <li>• Review rationale for each of the teacher's professional goals</li> <li>• Evaluate goals in relation to observations</li> <li>• Require one or more different goals, if necessary</li> <li>• Agree on goals for professional development</li> <li>• For each goal, clearly establish the means of achievement and the criteria for success</li> <li>• Teacher writes up the agreement</li> <li>• Supervisor reviews, approves, and saves for future evaluation</li> </ul>
<b>Evaluative Conference</b>	<ul style="list-style-type: none"> <li>• Review professional goals: means of achievement and criteria for success</li> <li>• Describe performance related to criteria</li> <li>• Compare performance to criteria</li> <li>• Discuss evaluation</li> <li>• Convey findings of evaluation</li> <li>• Discuss goals for next year</li> <li>• School Leader summarizes goals, criteria, and findings</li> <li>• Teacher reads summary and responds</li> </ul>

**Staffing**

During the first year of operation, KIPP Indianapolis plans to employ four full-time teachers, one School Leader, and an administrative assistant serving 80 fifth graders. Other employees may include a part-time nurse, a plant operator, and an accountant. During the first year of operation, the School Leader might also teach. KIPP Indianapolis will hire more full-time teachers and administrative staff as the school grows and needs arise.

KIPP Indianapolis plans to have 17 full time teachers at full capacity. There will be approximately four teachers per grade level, with 80 students in each grade. There will also be administrative staff such as a business manager, development director, and a high school counselor. KIPP does not have vice principals, relying on grade-level chairs to help assist the school leader in the management of the staff and students within their grade level.

**Teacher Schedule**

KIPP Teachers will teach approximately five hours a day and three classes. Each teacher will be given at least forty-five minutes of planning each day. Teachers will be available from 3:30 p.m. – 5:00 p.m. for additional help for students. Appendix I provides a sample calendar and school schedules.

**Compensation**

KIPP Indianapolis will pay teachers and non-instructional staff based primarily on the Indianapolis Public Schools' salary scales. KIPP Indianapolis will follow the same pay scale as Indianapolis Public Schools with an additional stipend for all time teachers spend with students beyond the normal workday during the week, as well as time on Saturday. Teachers who hold a Bilingual or Special Education certification will receive an additional stipend, equal in size to the stipends within Indianapolis Public Schools. Non-instructional personnel will also receive salaries equal to the pay scale of Indianapolis Public Schools. The salary and stipends, along with standards of professional conduct, will be outlined in the annual contract. KIPP Indianapolis will also pay 100% of the medical insurance premiums for each full-time employee.

**C. Governance and Management**

The KIPP Indianapolis Board of Directors shall be responsible for governance, policymaking and overseeing implementation of the KIPP Foundation's philosophy of education, as set forth in the attached "Five Pillars."

The Board of Directors will operate in accordance with its Articles, Bylaws and applicable Indiana open meetings laws. The Board of Directors of KIPP Indianapolis will be representative of the community, will completely support the mission of the school, and will serve because they believe in its goals. Board members will represent a broad area of expertise, including at least one financial expert, a fundraising expert, community leader, parent, representative of the KIPP Foundation, and an educational leader. The KIPP Indianapolis Board will meet monthly, with the Chairperson presiding over meetings, and will include an executive committee and several other special purpose committees.

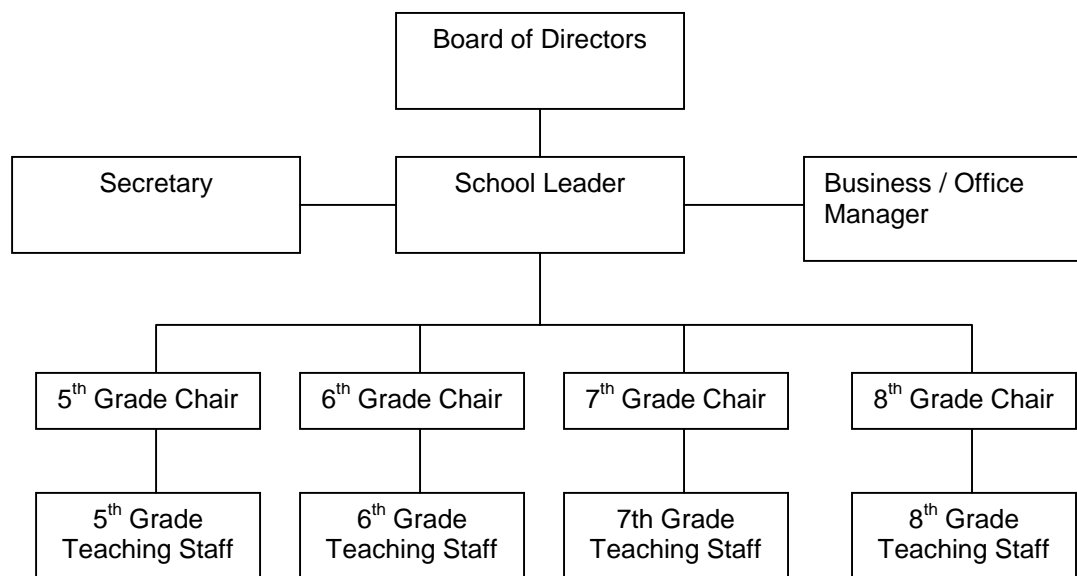
KIPP Indianapolis is an Indiana not-for-profit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. The founding Board of Directors of KIPP Indianapolis is set forth in the Articles of Incorporation, which are attached hereto as Appendix F. Prior to initial school operations, it is anticipated that the KIPP Indianapolis Board will include the school leader – who will be a Fisher Fellow and graduate of the KIPP School Leadership Program – as well as the above-referenced representatives of the community and the KIPP Foundation.

Prior to the commencement of school operations, KIPP Indianapolis will enter into a license agreement with the KIPP Foundation for use of the "KIPP" and "Knowledge is Power Program" trademarks. This license will provide for annual school inspections and assessments, and is further intended to ensure ongoing compliance by KIPP Indianapolis with the KIPP educational philosophy and adherence to its Five Pillars. Although the KIPP Indianapolis Board of Directors will hold governing prerogatives, the KIPP Foundation will retain the right to approve and evaluate the School Leader.

As a KIPP school, KIPP Indianapolis will receive substantial support from the KIPP Foundation, including: support in the development of academic standards and practices; access to curriculum and instructional best practices from leading educators; assistance in the recruitment of outstanding teachers; informational services and technology consulting to support business, academic and community outreach programs; training and support with alumni development, high school and college admission and placement. In addition, KIPP anticipates providing significant financial support through its access to private and public grants. In order to help sustain the training of future school leaders, it is anticipated that KIPP Foundation will seek to recover a sum not to exceed 3% of the KIPP Indianapolis per pupil allocation.

Below is an organizational chart of the KIPP Indianapolis, including the Board of Directors and teaching staff.

#### **ORGANIZATIONAL REPORTING STRUCTURE**



### **ROLES AND RESPONSIBILITIES**

#### **Board of Directors**

The primary responsibility of the KIPP Indianapolis Board of Directors will be to help set policies and work with the School Leader guiding KIPP Indianapolis.

Responsibilities include but are not limited to:

- Establish and maintain, within the KIPP Five Pillars, all policies governing the operation of the charter school;
- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Indianapolis policies;
- Hold the School Leader accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fundraising, marketing, and other services as needs arise; and

- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations, and corporate entities that support education through noncommercial relationships.

### **School Leader**

The role of the School Leader is to implement KIPP's Five Pillars in the operation of the KIPP Indianapolis. The School Leader will report to the Board of Directors, and will direct the activities of the teachers and other staff.

Responsibilities include but are not limited to:

- Recruit, select, and evaluate all instructional and non-instructional staff;
- Manage instructional and non-instructional staff;
- Coordinate student and teacher programming, including curriculum development;
- Manage everyday operations including crisis management and life safety compliance;
- Maintain school budget records;
- Write, sign, or co-sign all school checks; and
- Serve as the lead person for cultivating community partnerships.

### **Chairperson**

The responsibilities of the Chairperson of the KIPPP Indianapolis Board include but are not limited to:

- Prepare the agenda for all board meetings;
- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Assist in cultivating community partnerships; and
- Ensure board activities are in compliance with the statutes and regulations.

### **Other Key Personnel**

The Office Manager, under the direction of the School Leader, will keep track of all revenue and expenses in the financial accounting software. Financial reports will be made at all KIPP Indianapolis Board of Directors meetings. The School Leader and the Treasurer of the Board of Directors will have authorization to sign all school checks. Items over \$10,000 will require both signatures, as outlined in the KIPP Indianapolis By-laws. An independent audit will be undertaken within 120 days of the end of each fiscal year, and the audit will be made available to all entities that have provided KIPP Indianapolis with funds to operate the school.

### **Process For Developing Policies And Making Decisions**

The KIPP Indianapolis Board of Directors will be responsible for setting policies within the KIPP Five Pillars, and the School Leader will be responsible for carrying out those policies. The School Leader will coordinate all campus level planning and decision making that involves the school's professional staff, parents, and community members, and will establish and review the school's educational plans, goals, performance objectives, and major classroom instructional programs. This structure will allow the School Leader, teachers, parents, and community to participate in school-based decisions within the boundaries of the KIPP Five Pillars and the policies set by the Board of Directors.

### **Recruitment, Selection, Development of Board Members**

The School Leader will work closely with each Board member to ensure alignment with the school's mission, culture, and goals. Directors will be chosen through an election process, and the School Leader will seek nominations from parents, faculty, and board members. The qualifications sought in Board candidates will include but not be limited to:

- A dedication to furthering the vision and mission of KIPP Indianapolis;

- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in supporting KIPP Indianapolis.

### **Curriculum**

The School Leader will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. The School Leader will implement that policy and develop and maintain, with input from teachers, a cohesive 5-8 curriculum. The School Leader will also be responsible for implementation of the Indiana Academic Standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

### **Personnel Decisions**

The School Leader will be responsible for staffing, and the Board of Directors will enter into contracts with school employees.

### **Budget Allocation and Vendor Selection**

The Board of Directors will be responsible for approving annual budgets, with substantial input from the School Leader. The School Leader will have latitude in determining how funds are best used within certain budget categories and vendor selection. The Board of Directors will be responsible for long-range financial and facilities planning. The Board of Directors intends to work with an outside service provider to for bookkeeping services and in order to ensure compliance with state financial accounting procedures.

### **Criteria for Hiring School Leader**

During the 2002-2003-selection process, KIPP Foundation will identify an outstanding educator to participate in the KIPP School Leadership Program for the Class of 2003. All KIPP School Leaders must hold a bachelor's degree and have at least 2 years of K-12 classroom teaching experience. Characteristics of an ideal KIPP School Leader include being a relentless achiever, demonstrating potential for instructional leadership, self-awareness, respect for others, ability to prioritize, remain flexible, and inspire others. The recruitment process includes contacting high-performing teachers, Teach For America alumni, Inner City Teaching Corps alumni and business and education graduate school students from universities throughout the country. By tapping into various networks and resources, KIPP has proven itself highly successful in finding exceptionally well qualified individuals to participate in the KIPP School Leadership Program.

## **D. Financial Management**

Below is a description of the system that will be used to manage the school's finances. KIPP schools have used a set of internal control policies in the past. These will be revised by the School Leader to ensure that the internal control policies address compliance with laws, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement.

### **Tools being used for tracking, reporting financial matters**

KIPP Indianapolis will use an accounting software package such as QuickBooks or Black Bond to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be used in parallel with the day-to-day record-keeping KIPP Indianapolis will use through traditional paper check register and bill-filing systems. Using a system such as this will also allow the school to generate financial reports virtually instantaneously, though in practice such near-real-time reporting capability may only be in place for income and expense accounts. The Office Manager will begin preparing true financial reports –a Balance Sheet, Income Statement, and Statement of Cash Flows in preparation for monthly board meetings.

KIPP Indianapolis plans to purchase a school database software package called School Works that will track its student data. A proven software package, such as School Works, is designed to integrate the



tracking of financial data with that of student data, and to ultimately perform better for schools than off-the-shelf systems. KIPP Indianapolis plans to use this system to generate financial accounting data in the format required by the State of Indiana and the Indianapolis Office of the Mayor, and expects to eventually migrate to using this system exclusively.

### **Purchasing**

KIPP Indianapolis's largest expenses, after payroll, are for food. KIPP Indianapolis will contract for this service through public and private sources, and the School Leader in consultation with the Office Manager will conduct negotiations. The Office Manager will be responsible for soliciting bids from various vendors (office supplies, furniture, telecommunications, etc.) and utilizing this list to make purchases when necessary. Vendor contracts in excess of \$10,000 will require a second signature of the Treasurer of the Board of Directors.

### **Payroll**

Payroll expenses will be approximately half of KIPP Indianapolis's total expenses. KIPP Indianapolis will contract with a private vendor for full payroll services: withholding taxes and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for our employees.

KIPP Indianapolis plans to begin using an automated general ledger-entry feature that will format the data so that it can be transferred directly into the appropriate accounts in the accounting software.

### **Audits**

As mentioned above, KIPP Indianapolis will plan to continue meeting the requirement of conducting yearly independent financial audits. It also plans to keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year.

### **Budget Development**

The School Leader of KIPP Indianapolis, after consultation with the schools' governing bodies, will submit an annual budget to the KIPP Indianapolis Board of Directors during the spring of each year. KIPP Indianapolis's annual fiscal period runs from September 1 through August 31. By August 1, the school's introductory summer session will have ended, and the campus will be able to make accurate per pupil budget allocations. The Board of Directors, under obligation according to the by-laws, must approve the annual budget by August 31 of each fiscal year.

### **Fundraising**

The School Leader along with the Board of Directors of KIPP Indianapolis will conduct fund raising efforts. The fundraising plans include foundation grants, corporate sponsorships, parent fundraisers, and student fundraisers. The annual goal of this fund raising campaign will be to generate an additional \$1,000 per student in the early years in order to offset the costs of the Saturday lunches, extra school supplies and instructional materials for the extra time in the classroom, as well as the out-of-state field trips. Until year five, KIPP Indianapolis has budgeted additional amounts of fund raising support, utilizing the successful practices in place at the KIPP Academies in Houston and New York City. KIPP Foundation plans to assist KIPP Indianapolis in securing private funding to assist in reaching the fundraising annual goals.

## **E. Budget**

KIPP Indianapolis's funding sources will be diverse. The per pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations, as well as financing depending on the final facility plan. KIPP Indianapolis also plans to call upon local business for fundraising efforts and in-kind donations.

The Average Daily Attendance (ADA) will be based upon enrollment of 80 fifth grade students in the first year, adding a new fifth grade class each year until reaching capacity with approximately 320 students in

fifth through eighth grades. In addition to ADA funds, the school will apply for federal entitlement funds including Title X start-up funds. Please see Appendix E for a sample 5year budget.

## **F. Facility**

KIPP Indianapolis is currently working the Westside Community Development Corporation and Grubb & Ellis, a well-respected nation wide commercial real estate broker, to identify potential sites in the Haughville Community to house our school.

KIPP's program calls for our schools to open with a 5<sup>th</sup> grade only, expanding by one grade per year so that in the 4<sup>th</sup> year of the program, we are at full capacity in our permanent home. KIPP typically prefers to lease a facility during the first two or three years in order to keep costs low and to simplify the facility procurement process. Please see Appendix J for sample KIPP schools space requirements.

KIPP Foundation intends to identify the school site by December 2003. Once identified, KIPP Indianapolis will complete all local zoning regulations, safety codes, and other local legal requirements as required by law.

Once the facility for KIPP Indianapolis has been identified and if construction work is necessary, KIPP Indianapolis will provide a plan that details how such work will be completed before the start of the school year, including, the scope of the work to be completed, the person(s) who will manage the project, and a project timeline.

## **G. Transportation**

KIPP Indianapolis will ensure that the transportation needs of enrolled students are met. Once the random selection of the student body is made, the school will create a transportation plan to meet the needs of eligible students. KIPP Indianapolis will develop a transportation plan that will guarantee that transportation will not be a barrier for any child desiring to attend KIPP Indianapolis. We anticipate that some students will be driven to school or take public transportation.

KIPP Indianapolis will either contract with a local vendor in order to provide transportation or with the local school board. The local school board can provide transportation services dependent upon space within their current transportation system. Transportation will be provided for students with special needs. Also, teachers at KIPP Indianapolis may be asked to provide rides to and from school for students whose families do not have any means of transportation.

Each operator of a pupil transportation vehicle will hold a valid driver's license- class A, B or C, have a clean record of safety, have received an annual physical within 60 days of operating the vehicle, and participated in the Department of Education's driver education program.

Students will annually receive instruction in emergency evacuation and safe riding on school buses. KIPP Indianapolis will not exceed the manufacturer's rated seat capacity by more than 120%.

If at any point KIPP Indianapolis purchases transportation vehicles, all vehicles will be in compliance with federal standards. The Department of Public Safety will inspect all vehicles intended for student transportation monthly by service personnel and annually.

KIPP Indianapolis at a minimum will purchase the following auto liability insurance:

- \$1,000,000 per person
- \$5,000,000 each accident
- \$50,000 property damage
- \$5,000 medical/death payment

## H. Risk Management

The estimate provided by Larry York, an insurance agent, in Appendix E is based on the policies KIPP Houston currently employs. The estimate is based on 320 students, the target number of students for KIPP Indianapolis at full capacity. KIPP Indianapolis' school insurance plan is as follows:

Comprehensive General Liability	\$1,000,000
Director's and Officer's Liability	\$1,000,000
Worker's Compensation	(based on payroll)
Student Accident and Catastrophic Accident	\$5,000,000
Property Insurance	(based on procurement and facility)
Automobile Liability	\$1,000,000
Umbrella Coverage (Excess Liability)	\$5,000,000

Additional coverage will be added depending on state requirements and KIPP Indianapolis' Board of Directors' policies. Health insurance is part of all employment packages. These will form the minimum amount of insurance secured for the KIPP Indianapolis in consultation with the KIPP Indianapolis' Board of Directors.

## I. Timeline

Milestones	Dates	Point Person
Identify board members	January 2002	Mashea Ashton
Submit application for non-profit status	August 2002	Mashea Ashton
Confirm uniform styles and colors	June 2004	School Leader
Order instructional, office, and non-direct instruction supplies	As needed	School Leader
Open bank accounts	August 2003	School Leader
Prepare budget	August 2003	School Leader, KIPP Operations Management
Hire school director	October 2003	KIPP Foundation, Board of Director's
Select architect and general contractor	December 2003	Mashea Ashton, School Leader, KIPP Facilities
Select site	January 2004	School Leader & KIPP Facilities
Order telephone system and develop system	As soon as building is identified	School Leader, KIPP Operations Management
Initiate recruitment of students	January 2004	School Leader, Mashea Ashton
Select/approve subcontractors	January 2004	School Leader & KIPP OM
Complete conceptual design of facility	March 2004	School Leader & KIPP Facilities
Provide board with construction schedule	March 2004	School Leader & KIPP Facilities
Negotiate and sign lease	March 2004	School Leader & KIPP Facilities
Obtain facility financing	March 2004	School Leader & KIPP Facilities
Complete environmental analysis	March 2004	School Leader & KIPP Facilities
Obtain building permit	March 2004	School Leader & KIPP Facilities
Registration	March-June 2004	School Leader, Mashea Ashton
Issue furniture RFP	April 2004	School Leader & KIPP OM
Identify food service vendor	April 2004	School Leader & KIPP OM
Identify waste disposal vendor	April 2004	School Leader & KIPP OM
Grounds maintenance contract	April 2004	School Leader & KIPP OM
Hire teachers	April 2004	School Leader
Identify custodial service	April 2004	School Leader
Finalize school calendar	May 2004	School Leader
Select furniture vendor	May 2004	School Leader & KIPP OM
Place furniture order	May 2004	School Leader & OM

Complete computer order	June 2004	School Leader & KIPP Technology
Place textbook order	May 2004	School Leader & KIPP OM
Lottery	June 2004	School Leader & Mashea Ashton
Order uniforms	June 2004	School Leader & KIPP OM
Assemble student records	June 2004	School Leader
Teacher training and planning week	June 2004	School Leader
Complete background checks on personnel	June 2004	School Leader
Summer School starts	July 5, 2004	School Leader & Teachers
Summer School ends	July 30, 2004	School Leader & Teachers
Regular School Begins	September 4, 2004	School Leader & Teachers

## V. Summary of Strengths

When operational, financial, and community challenges distract new charter schools from the classroom, the impact on academic achievement can be devastating. KIPP Indianapolis will be part of a unique family of schools that plan ahead and focus unrelentingly on academic rigor from day one.

Through our partnership with the not-for-profit KIPP Foundation, we are leveraging the experience of an organization wholly committed to preparing new school leaders for success. Our school leader will have an entire year of training provided by school leaders and subject area experts from established high-performing KIPP Schools.

Each year, the Foundation awards a \$50,000 stipend and a prestigious Fisher Fellowship to a small group of experienced educators. The Program starts with a six-week intensive course at the Haas School of Business. Fellows spend the fall at KIPP Schools shadowing school leaders, learning how to build the culture of academic rigor and achievement that makes KIPP Schools successful. They spend the rest of the Fellowship year in the community, working with experienced experts on all aspects of school start-up. They open their doors with an emphasis on academic rigor that permeates every aspect of school life.

KIPP Foundation's support does not end there. Their Academic Services team will help our School Leader refine academic standards and practices as the school adds a grade each of its first few years. Operations management experts will advise our school leader on how to manage finances and resources efficiently. Community development experts will help the school raise financial support and leverage federal support for innovative aspects of the KIPP program.

The motto "There are No Shortcuts" is as true for school founders as it is for children. We are prepared to invest the time and energy that it takes to build a school where children excel.